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ABSTRACT

The factors affecting the admission and enrollment of minority students at the 12 state universities in Ohio were studied through campus visits, questionnaire administration, and correlation and multiple regression analysis of the findings. Summaries are presented on minority recruitment and retention efforts at each university for the following offices: admissions, financial aid, affirmative action, minority affairs, student affairs, academic affairs, social and cultural activities, black/ethnic studies, and black/ethnic cultural centers. Predictor variables that were isolated for analysis were: cost, federal financial aid, distance from a cultural center, strength of black studies programs and black cultural centers, and strength of minority and special service programs. Figures were obtained for full-time, main-campus, entering undergraduate freshmen for each fall session from 1973 to 1976. The statistical analysis suggests that the major factors affecting minority student enrollment are geographic location and the strength of the tutoring, counseling, and social, academic, and cultural programming services available to minority students. Two other factors deserving attention by administrators are the availability of financial aid and the need for more minority group members in faculty, staff, and administrative positions. (SW)

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Institutional Characteristics Affecting Minority Admissions and Enrollment Levels at State Universities in Ohio 1973 - 1976

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PREFACE

This study was funded through the "Student Originated Studies" program of the National Science Foundation. We would like to thank the Foundation for their support, without which this study would not have been possible.

We wish to acknowledge all of the numerous faculty, staff, and administrators who generously gave their time and assistance in interviews and responses to questionnaires. Without their cooperation this study would have been severely limited. We would also like to thank our host institution, Miami University, and the Research Office, Business Office, Western College, and the Political Science Department for their aid and use of their facilities. Special thanks to Miami's Affirmative Action Officer, Mr. Mike Montgomery, who offered invaluable suggestions as to the direction of the study and the people to contact.

Last, but definitely not least, we would like to thank our Faculty Advisor, Dr. Thomas Murray, whose guidance and friendship helped us through some difficult times.

ABSTRACT

The basic project of this study is to determine the major factors that affect the admission and enrollment of minority students at the twelve state universities in Ohio. This study was motivated, in part, by our recognition of a fairly large discrepancy between levels of minority student enrollment across the state. Initial research revealed little concrete information on the actual levels of minority student enrollment. We found that little work providing a comprehensive and comparative view of all the state universities had been done in the area of minority student recruitment and retention. This study covers the transitions of each institution during the period of 1973 - 1976.

To gather the information for this study, members of our research group visited each of the universities during the first three weeks of the project period. At this time, we interviewed personnel in various admissions offices, academic programs, and student support services at each institution. We were concerned with both those programs and organizations which were designated as predominantly for minority students, as well as those geared to the needs of all students. This enabled us to obtain a firm grasp on the situation confronting the entering student at each university. Follow-ups to the initial data gathering were done via questionnaires sent to many of the administrators we interviewed.

The study is divided into two major parts. The first part is composed of summaries of offices, programs, and services related to the minority recruitment and retention efforts at each university. These summaries cover offices of: Admissions, Financial Aid, Affirmative Action, Minority Affairs, Student Affairs, Academic Affairs, Social and Cultural Activities, Black/Ethnic Studies, and Black/Ethnic Cultural Centers. The summaries were compiled from interviews and questionnaires, as well as the reports, catalogues, and other materials we received from the offices. This section of the study is designed to provide the reader with a comprehensive look at each university, as well as to provide a basis for comparison in the areas of minority recruitment and retention efforts across the state.

The second part of the study is a statistical analysis which focuses on the relative significance of a number of factors contributing to levels of minority student admissions. Initially, we hoped to gather data on the racial/ethnic breakdown of applications, admissions, and final enrollees for each fall term, 1973 through 1976. The raw data on the number and breakdown of applications is not recorded by most institutions. Thus, no analysis can be done on the flow of student applications through the admissions process. The enrollment data isolated for analysis is the racial/ethnic breakdown of "main campus, full-time, first-time freshmen" for each fall term.

We developed a correlation and multiple regression analysis to measure the effect various factors have on the admissions levels of minority students. The predictor variables that we isolated were: Cost, Federal Financial Aid, Distance from a Cultural Center, Strength of Black Studies Programs and Black Cultural Centers, and Strength of Minority and Special Service Programs. The predictor variables were rated on a comparative basis to provide a numerical index for each variable. These ratings were derived from the information obtained via interviews and questionnaire responses from administrative personnel.

The criterion variable used was "main campus, full-time, first-time, black freshmen". We used "first-time" freshmen (no transfer or foreign students) because we wished to isolate the entering class which is most directly affected by the admissions process and the attractiveness of the university. Also, we used the figures for black students because this data represents the overwhelming majority of minority students, and is the least susceptible to statistical bias and confusion.

The correlation analysis revealed two clusters of closely interrelated predictor variables. The first cluster is composed of: Distance from a Cultural Center and Cost. The second cluster is composed of: Strength of Minority Cultural Programming, Strength of Minority and Special Services, and Strength of Black Studies Programs. These two clusters are independently related to the criterion variable "first-time, black freshmen". The direction of causation for the first cluster is fairly clear. Institutions located near a large cultural center traditionally attract a substantial number of urban-commuter students. This creates a situation of somewhat lower costs due to less demand for on-campus living and social programming facilities. The direction of causation for the second cluster of variables is much less clear. It is difficult to determine whether the strength of programming, tutoring and counseling services, and Black Studies programs is contingent on an already existing large minority student population, or whether it is these services and programs that attract minority students. Both of these explanations seem appropriate given that a large minority student population tends to encourage the entrance of more minority students, and given that these services and programs tend to decrease attrition rates for minority students.

The multiple regression model we constructed was a stepwise regression analysis maximizing the improvement in the total variance accounted for (R^2). We began with a five variable model, using the predictor variables from the two clusters of the correlation analysis. The best model developed was a two variable model composed of Distance from a Cultural Center and Strength of Minority and Special Services. This model came from 33 of 44 possible observations, with an R^2 of .616 and a significance of $p<.0001$. The addition of other predictor variables increased the R^2 by a negligible amount, reinforcing the clustering effect of the predictor variables.

The statistical analysis suggests that the major factor an institution must confront in regard to minority student enrollment are the institution's physical location and the strength of the tutoring, counseling, and social, academic, and cultural programming services available to minority students. This suggests that a rural institution can significantly increase its attractiveness to minority students by increasing the strength of these types of programs. There may be some evidence for this in the cases of Ohio University and Bowling Green State University. Each of these institutions realized a substantial rise in the admissions of minority students; this followed an increased effort to provide services and programs geared to the backgrounds and experiences of minority students. Conversely, Miami University, which has the lowest level of minority student enrolment of the state universities (2%), has realized little change in these levels. Miami also rated significantly below the mean in the quality of services and programs provided for minority students.

The University of Cincinnati may provide a paradigm for examining an institution with strong variable ratings in each cluster of predictors. This university is located near the center of a large urban area, and the institution provides a substantial number of on-campus services and programs geared to the needs of minority students. Also, the University of Cincinnati has the highest level of minority student admissions in the state (18.5% in 1976), which represents an increase of 33% over the period 1973 - 1976.

The qualitative information obtained through interviews and questionnaires strongly reinforces the priority of predictor variables in the regression model. Many administrators placed a great deal of emphasis on the need for well-organized programs and services geared to minority students. These services are an integral part of any university's attempt to decrease the attrition rate of minority students. Administrators also noted that, in many cases, the problem of sustaining a significant level of minority student enrollment is as much a problem of retention as it is a problem of recruitment. Two other factors deserving considerable attention are the availability of financial aid funds, and the need for more minority group members in faculty, staff, and administrative positions.

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Introduction

This study grew out of the work of a group of Miami University undergraduates concerning the reasons behind the relatively small minority student population at Miami. In our discussions with several Miami administrators, it was suggested that we might look to the other state universities to see what they had done in the area of minority student recruitment and retention. In doing some initial research on this, we found that little information had been compiled concerning minority enrollment levels and programs at the state universities. Several administrators also voiced the need and desirability of a study which would focus on the different situations and programs at each university. Thus, after some further research and discussion we prepared a proposal to do a study of the insitutional characteristics affecting levels of minority enrollment at the twelve state universities.

The following is a list of the major objectives of this study:

1.) To gather applications, admissions, and enrollment figures broken down by racial/ethnic categories for each of the twelve state universities.

2.) To isolate and determine the major factors affecting minority student enrollment at each of the universities.

3.) To provide a comprehensive overview of the minority recruitment and retention efforts at each instiutions.

4.) To highlight outstanding programs and services which may recommend themselves to other universities throughour the state.

5.) To facilitate further discussion and communication between the various universities in the areas of minority student recruitment and retention.

The major data gathering for this report was done during the first six weeks of the project period. During this time members of our research group travelled to each of the state universities to gather admissions and enrollment data, and to conduct interviews with personnel in the areas of social and academic services. In addition to this, questionnaires were sent to many faculty, staff, and administrators in the areas of student services and programs. This enabled us to get more detailed and comprehensive information as to the nature and scope of the programs at each school. The information obtained from interviews and questionnaires also provided the basis for indexing predictor variables in our statistical analysis.

For the purposes of our statistical analysis, we gathered admissions and enrollment data for each of the schools over the period 1973-1976. We attempted to gather information on the racial/ethnic breakdown of students applying to each university, but found

that records of this data were not kept by most universities. Thus, we collected admissions data on the racial/ethnic breakdown of "main campus, full-time, first-time freshmen" for each fall term. This data provides the criterion variables for our correlation and multiple regression analyses.

This study is divided into two major parts. The first part consists of summaries of various offices and programs related to the minority student recruitment and retention efforts at each university. These summaries were compiled from the interviews and questionnaire responses from various office personnel, as well as the reports, self-studies, pamphlets, and other materials provided at our request. The second major part is the statistical analysis. We conducted correlation and multiple regression analyses to determine the factors contributing to the varying levels of minority enrollment throughout the state. The findings of both parts of the study are integrated in the general conclusion section of this report.

We suggest that the summaries of the offices and programs in the first part of this report may be read in two ways. The summaries may be read section by section for a comparative view of the programs at the twelve state universities. Or, all of the summaries for a particular university may be read together to obtain a capsulized view of the situation at that university.

Offices of Admissions

Introduction

We undertook a two-part investigation of admissions policies and procedures. First, we gathered raw data on the number of applicants, admissions, and enrollees broken down by the racial/ethnic categories specified by the Department of Health, Education, and Welfare. These figures were to be used as the dependent variables in our statistical analysis of the factors that affect minority student enrollment.

The second major objective was to gather all available information concerning the implementation of admissions policies and procedures at each university. More specifically, we were concerned with: (1) the criteria or formula used in determining admission; (2) the recruitment programs and techniques employed by each office; (3) the counseling, guidance, placement, or other related services available through each office. This enabled us to assess the significance of these offices in influencing the academic and racial/ethnic composition of the student population.

The following summaries have been compiled from material obtained in interviews with admissions personnel at each institution. This material has been supplemented with information from annual reports and other varied sources provided to us by the admissions offices. The summaries are presented as highly condensed capsules of the overall admissions efforts at the respective universities.

Akron University

Akron University operates under the open enrollment policy of Ohio; as such, most Ohio applicants were accepted until 1976, when residence space became limited. Admission to the residence halls at Akron U. is primarily contingent upon high school grade point averages. Admissions officers consider this indicator to be the most flexible, and believe that standardized tests are unfair to certain types of students. Akron U. attracts the non-traditional student; the average age of a full time day student is 23, for part time evening students it is 27.

The University has officially adopted an "integrationist policy", whereby students are not distinguished by race. In accordance with this policy, the admissions office has never employed a special minority recruiter. Rather, they attempt to accomodate

specific needs of minority students along with the needs of all students. The office runs extensive general recruitment programs, and publicizes programs fairly well. Application fees may be deferred for students who can demonstrate the financial need.

Bowling Green State University

B.G.S.U. is a residential university. Freshman applicants are considered on the basis of high school academic record, which is composed of class rank, cumulative grade point average, standardized test results, extracurricular activities, and guidance counselor and teacher recommendations. The standardized test requirements may be fulfilled by either the American College Test (ACT) or Scholastic Aptitude Test (SAT) for fall quarter, 1978. The ACT/SAT is used in making the admission decision and for academic advising.

Prior to 1972, Bowling Green had established modified admission requirements for minority students which were lower than those for other applicants. Since 1972, standardized admission requirements are practiced for all applicants regardless of race.

Currently, there are no minorities on the professional staff of the Office of Admissions although there have been previously. Most of the extensive and successful minority student recruitment at the University is done by the Student Development Program, which coordinates its efforts with those of the Office of Admissions.

The University, through the Student Development Program, has made provisions to waive the $25.00 application fee for the economically disadvantaged.

Central State University

Central State has a predominantly black student population (over 90%), although the school is committed to equal educational opportunities for all persons. Admissions requirements follow traditional standards; high school graduation or G.E.D. equivalent, high school records, and ACT scores which are used for counseling and placement only. As is common practice, transfer students must have a grade point average of 2.0 or above to be granted admission.

Operating under the open enrollment policy of the state of Ohio, Central State grants admission to a substantial number of students with ACT composite scores in the lower teens (12-16). This factor, coupled with an already massive black student population which attracts minority students, serves to sustain Central State's status as the only predominantly black state university in Ohio.

University of Cincinnati

At the University of Cincinnati, although each degree granting college has its own admissions requirements, all applications for admissions are processed through the central Office of Admissions. Students apply through the Office of Admissions for a specific college and are either admitted or referred to the two-year University College if they are Ohio residents with a high school diploma or the G.E.D. equivalency. The University College offers pre-baccalaureate programs designed to transfer into appropriate baccalaureate colleges as well as terminal career-oriented associate degree programs.

Black students are not usually given any special consideration in regard to admissions, but some of the individual colleges and departments have independent minority recruitment programs. A black admissions officer was hired in 1966, and the University appointed a minority recruiter in 1968 in response to student pressure. The staff in the Admissions Office believe that having a minority recruiter has made a significant impact on minority enrollment. Also, because it is an urban institution, the University of Cincinnati is able to draw from a large local minority population.

Except for those applicants who rank in the lowest third of their graduate class, non-residents are admitted to U.C. by the same standards as are Ohio residents.

Cleveland State University

Cleveland State University processes approximately 2500 applications every year. All high school graduates (or equivalents) are accepted and screened; a student with a low class rank, low test scores, or both is directed into the Student Development Program. A student who enters the University under this developmental program agrees to remain under its supervision for the first four terms at school.

In 1973 Cleveland State University instituted Project Grow; an extensive, and successful, minority recruitment program. The program incorporated much personal outreach efforts directed towards minority high school students, good financial aid programs, counseling, and much publicity. After some time, the program was met with opposition from high school counselors, who felt that C.S.U.'s aggressiveness made advising and counseling difficult. Project Grow was discontinued when minority enrollment rose to the desired level. The level of minority enrollment has remained fairly stable since that time.

Presently, Admissions staff believe that they have extracted the most important features of the Project Grow program and have

incorporated these into their ongoing efforts to recruit minority students. Admissions officers continue to spend a good deal of time visiting inner-city high schools. The general recruitment efforts are focused on the city, surrounding counties, and strong commuter areas.

Kent State University

Kent State University serves a large commuter population, as it is located near to Cleveland, Akron, and Youngstown. K.S.U.'s minority student population drifts from six to eight percent. The Admissions Office has never conducted any special minority recruitment programs other than for a six-year medical program which requires a strong academic background. However, this Admissions Office does make a concerted effort to contact, counsel, and eventually enroll minority students.

Admission to Kent State is based primarily on grade point average, and the school attempts to admit all Ohio residents under Ohio's open enrollment policy. Although ACT scores are required, they are used primarily for counseling and placement purposes, except in cases where they may be used for admission into certain selective areas, such as Architecture, Nursing, Interior Design, etc.

A student with a very low ACT score or a grade point average of 2.0 or below is admitted to the University with warning. This means that the student is informed of all remedial programs and special services; it is not used as a probationary measure. These students are also brought to the campus for special advising, counseling and placement during the orientation program, and receive assistance as it may be needed through the Office of Developmental Services.

Non-residents are required to submit ACT scores, however the SAT may be substituted. Transfer students must have a grade point average of 2.0 or above for admission to the University. Selective areas may have a higher grade point average requirement.

Miami University

At Miami University all entering freshmen, with minimal exceptions, are required to live on campus during their first year of school. Therefore, Miami employs a selective admissions policy to guarantee the most ecomonically efficient use of available dormitory space. This policy is adequately summed up by this statement from the 1976-77 handbook: "Admission and priorities for housing will

be offered to the best qualified candidates as determined by all available information for predicting college success." Due to this rationale, an applicant must have credentials which are considerably higher than average in comparison to those needed for admission into the other state-supported universities in ohio. Miami University's admission program is very competitive, and an average student admitted to Miami will rank in the top 17% of their class and score between 24 and 25 on the ACT composite.

Miami's selective admissions policy greatly affects the number of minority students admitted. The national average of ACT composite scores for minority students falls around 19, two to three points below the national average for white students. From a purely statistical basis, Miami's admissions process will not select many minority students. Miami does have a minority recruiter who was appointed to the staff about two years ago, and there is a small-scale special admissions program available to minority and otherwise disadvantaged students. This is the Educational Opportunity Program which handles the admission of approximately 50 minority students each fall term, and 200 minority students over the standard four year period.*

The Admissions Office staff notes that the same basic type of student applies to Miami each year because of the present homogeneous population. In their opinion, students are the best recruiters, and this has the effect of attracting other students with similar backgrounds. Thus, to substantially alter the present composition of the student population would take a massive and aggressive admissions effort. To this point, there is no evidence of commitment to such a massive and aggressive minority admissions program.

*For more information see the Office of Minority Affairs - Miami University, p. 42

Ohio State University

The Ohio State University is an urban, semi-residential school, located near the center of Columbus. Actually, the University is large enough to function as a city within a city, and size becomes a significant factor in the admissions process. Ohio State has an undergraduate ceiling of approximately 40,000 students. The school processes approximately 11,000 applications each fall, and tries to accept around 7000 to maintain full enrollment. The Admissions Office operates under Ohio's open enrollment policy, and requires ACT scores for counseling and placement only.

The only special consideration minority student applications receive directly from the Admissions Office is priority on the waiting list after regular admissions closes. The rationale behind this is that minority students normally apply later than non-minority students.

There are several special admissions programs at O.S.U. that are intended primarily for minority student applications. These are: The Freshman Foundation Program, The Health Opportunities Program, and The Pre-College Social Development Program.* These programs are administered by the Office of Minority Affairs in conjuntion with the Admissions and Financial Aid offices. The Office of Minority Affairs also has two special minority recruiters, who coordinate their efforts with the Admissions Office's recruitment and orientation programs. The work of the Office of Minority Affairs serves as an aggressive recruitment program for minority students.

*For more detailed information see the Office of Minority Affairs - Ohio State University, p. 43

Ohio University

Ohio University, a comprehensive, rural, residential institution, experienced enrollment decline from 1971 - 1975. Enrollment, however, has increased again for both 1976 and 1977. The Office of Admissions operates under an open enrollment policy for all Ohio high school graduates. Admission of out-of-state students involves selective admission based upon the traditional criteria of aptitude test, class rank, pattern of high school course work, and counselor recommendations.

Because of the 1971 - 1975 enrollment drop, Ohio University has developed a very extensive student marketing and recruitment effort. This effort involves thirty-six different recruitment programs which include high school and two-year college visitations, representation at college fairs, and eight prospective "student on campus" weekend programs.

From 1968 - 1974, the University used minority students as recruiters, but the positions were cut in 1974 for budget reasons. From 1974 - 1977, minority faculty and staff have been used in minority recruitment efforts, with expenses covered by the Admissions Office. Beginning in August, 1977, a full-time Coordinator of Minority Student Recruitment was employed to carry out an extensive and renewed minority student recruitment program.

University of Toledo

The University of Toledo is a predominantly urban commuter school, with little or no admissions restrictions to on-campus housing. This enables the Admissions Office to operate with an

open admissions policy that can accomodate nearly every first-time freshman applicant who is an Ohio resident. For non-residents, the minimum requirement for admission is usually an ACT composite score of 19, or SAT verbal and math scores of 450 each. These requirements are fairly low and unrestrictive for the vast majority of applicants. Each person on the Admissions Office staff is also a qualified counselor. ACT scores are combined with high school transcripts to determine which staff member will be assigned tothe applicant for guidance and placement purposes.

Although there are no specific admissions officers who handle minority recruitment, the Admissions Office works in conjunction with the Office of Minority Affairs to offer more specialized attention to minority applicants. Also, members of the Office of Minority Affairs and the Black Faculty Caucus serve both as minority recruiters and orientation guides to strengthen the effort to increase minority enrollment and retention.*

*For more information see the Office of Minority Affairs, University of Toledo, p. 44

Wright State University

Wright State University tends to attract non-traditional as well as traditional high school graduates. There are no minority counselors or recruiters in the Admissions Office, and the staff claims that there is little Wright State University can do to increase minority enrollment because Central State and Sinclair College seem to attract the majority of black students in the area. In general, the University's commitment to increasing minority enrollment appears to be questionable, although admissions standards are not extremely high.

The Admissions Office operates under the open enrollment policy, and requires ACT scores for placement only. Transfer students are required to have a grade point average of 2.0 or above.

Youngstown State University

Youngstown State University's location attracts primarily urban commuters. For this reason, the school has no on-campus residence constraints in terms of enrollment, and only requires that an entering student have completed high school (or equivalent) previous to admission. ACT or SAT test scores are also required for counseling and placement purposes. Non-resident students are

normally required to be in the top two thirds of their high school graduating class, and transfer students need a minimun of a 2.0 grade point average to be considered for admission. For the vast majority of applicants, none of the requirements function as restrictive or selective measures, except for students seeking admission to the Allied Health programs, the B.S./M.D. program, or the music program.

The Admissions Office has minority counselors on its staff who coordinate their efforts with the total recruitment program. The Admissions staff feels that this, along with some advertising, and word of mouth publicity will be successful in increasing Youngstown State University's minority student enrollment. This office appears to be fairly concerned and committed to raising minority enrollment, and to involving the black student in the processes of higher education in general. Youngstown State also offers special admissions to remedial and developmental programs. These programs enable the somewhat disadvantaged student to begin school at his or her own academic level, and insures that individual attention will be given to each student.

Summary

The information for these summaries was obtained from two major sources: (1) materials concerning recruitment and orientation policies and special programs; and (2) information about the recruitment, orientation and admissions procedures obtained during interviews we conducted with various admissions officers. Using these materials as a basis, the objectives for this section are two-fold: (1) to present any available material pertaining to minority recruitment programs throughout the state; and (2) to assess the relative aggressiveness of each institutions effort to attract minority students.

The assessing of the relative aggressiveness of admissions and recruitment programs involves factors which are difficult to measure precisely, both absolutely and on a relative scale. Each university is affected by variables peculiar to its location and history, which makes comparisons across the board difficult and sometimes misleading. Nevertheless, it is possible to discuss factors which could encourage the entrance of minority students, or conversely, factors which could act as deterrents to their entrance.

One of the dominant factors that must be confronted in the recruitment of minority students is the easing of the minority students transition into a predominantly white living situation.

Many minority students come from predominantly black home communities, and this transition is the first challenge which confronts them. Thus, using black faculty and students in the recruitment and orientation programs is the first step toward making the university an inviting rather than intimidating environment. Also, the use of black students and faculty to visit area high schools is reported by many admissions personnel to receive a significantly greater response. Several admissions officers noted that the use of a specific minority recruiter, and the presence of admissions personnel who are members of a minority group had a significant influence in the recruiting of minority students.

The design and implementation of programs specifically directed at recruiting and retaining minority and economically disadvantaged students has met with considerable success at several of the universitites. The most outstanding example of this is Ohio State University's Freshman Foundation, Pre-College Social Development, and Health Opportunity Programs. Other examples such as Cleveland State's "Project Grow", and several programs directed by the Office of Minority Affairs at the Univerity of Toledo represent substantial efforts in the area of minority recruitment. The Offices of Minority Affairs at both Ohio State and the U. of Toledo provide centralized and concentrated direction to the minority recruitment programs. Sound coordination between Offices of Admissions, Financial Aid, and other related programs is an essential ingredient in the recruiting of minority and otherwise disadvantaged students.

Although almost all of the universities had some special programs or employed some of the practices mentioned above, the most aggressive and comprehensive programs we found were at C.S.U., O.U., C.S.U., B.G.S.U., and the U. of Toledo. The schools which appeared the least aggressive were W.S.U. and Miami. In terms of admissions requirements and Ohio's open enrollment policy, all but one of the schools admitted students within a somewhat comparable range. The exception to this is Miami University which, as noted earlier, admits students on the basis of an average ACT score of 24 or 25. The legitimacy of Miami's selective admissions process was mentioned as "questionable" by more than one of the admissions officers we talked with. From a statisitical standpoint, Miami's rigorous use of ACT scores to select entering freshmen stands as more of a barrier to minority students who, as a group, average two to three points lower on the ACT than whites. The effect of this policy may be exemplified, in part, by Miami's very small minority student population (approximately two percent).

Financial Aid

Introduction

Does financial aid, as administered by a university, have a significant effect upon freshmen minority enrollment figures? This is the question we asked of the Ohio state universities' financial aid offices. In searching for an answer, we utilized the dollars awarded through the three federally funded programs: the Supplemental Educational Opportunity Grants (SEOG), the College - Work Study Program (CWS), and the National Direct Student Loan (NDSL). These three programs provided us with a fairly comprehensive statistical base, which also enabled us to gather clear and uniform information. To supplement our analysis, we have also collected information on the dollars funelled through each university by the Ohio Instructional Grant program (OIG). In contrast to the federal programs that are administered directly by the respective financial aid offices, the OIG funds are awarded by the Student Assistance Office of the Ohio Board of Regents. Although this represents a somewhat different process, employing the OIG figures enabled us to develop a more balanced and comprehensive picture of the financial aid efforts at each university.

After gathering these statistics, we generated an index (total federal dollars/minority recipient) which allowed us to correlate the effect that financial aid has on freshmen enrollment. We were surprised, after running a series of computer analyses, to find no significant correlation.[1]

There are several ways of explaining this finding. First of all, it may be the case that the administration of these programs by each university is relatively the same with differences in enrollment arising predominately from other causes. The nature of these programs could warrant this conclusion but this could not be verified because of insufficient responses from a majority of the universities to a follow-up questionnaire which was sent to each office after the initial information had been gathered.[2] This questionnaire addressed the specific procedures for federal programs at each university.[3]

Secondly, the manner in which we used this information may be called into question. It was impossible to obtain the financial aid dollars figures solely for entering freshmen. Therefore, we utilized the figure for all students who received money regardless of whether they were continuing or first time enrolled students only. To the extent that these were inter-university differences in proportional allotments to each class, our index will be misleading. We suspect that such differences are small, and can probably be disregarded.

Finally, we may have failed to consider aspects of the administration of these programs which could effect the student

more directly; e.g., the deadline set for financial aid applicants and how strictly each university adheres to this deadline; how the university processes the applications (i.e., whether the office processes the applications individually or by batch processing once a month, etc.); and how each university provides information about its programs to the students and the nature of the information provided. In order to consider the above aspects of financial aid programs we would have had to send questionnaires to the receivers of the federal funds. Due to the restrictions on confidential financial aid statements, we were unable to do this.

After due consideration of these problems, we refrain from making any strong inferences, although some general conclusions may be drawn. Following this introduction is a section explaining the federal programs, the Ohio Instructional Grant, and composite descriptions of each university. These, we hope, will provide a useful descriptive background to the financial aid programs at the universities. After this section, there are some tables of the figures we used from the Fiscal Operations Report for those universities that provided them.

Federally Funded Programs

The monies for the three federally funded programs, the SEOG, CWS, and NDSL, come from appropriations made by the U.S. Congress. Each year every university requestion funds through these programs is required to file a Tri-Part Application. This application includes a justification for the requested dollars based on the university's history of dispensing financial aid, and the estimated aggregate need for the prospective year. This requires the university to estimate the number of students who will have financial need, and also the amount of need. From this aggregate need, university scholarships and dollars from the BEOG and OIG are subtracted. This estimated remaining need is the need which must be justified in the Tri-Part Application. Also, this remaining need must be divided into requests for each program. The monies from the SEOG may not exceed one-half of the requested amount, and the other half must be divided between the CWS and the NDSL. This requires the university to estimate the amount of hourly work available for students through the CWS program. Unfortunately, Congress almost always under-appropriates funds for these programs, and this often forces financial aid officers to pad estimates and manipulate various figures to try and guarantee as much money as possible.

If the federal review board does not feel that the requested amount as presented in the Tri-Part application is justified, the university may appeal for a regional review of the request. If

this appeal fails, a national appeal may be made. This national appeal board is the final opportunity for a university to obtain the requested funds, after which the university is forced to work with the amount originally appropriated.

The figures we are using for our research are the unduplicated totals for all three federal programs at each state university for the academic years 1973-74 through 1975-76. These figures provide us with the average amount received per student by racial classification and the percentage breakdown of recipients by racial classification for each university each year. These figures are taken from the Institutional Fiscal-Operations Report for the National Direct Student Loan, the College Work Study Program, and the Supplemental Educational Opportunity Grants for each prospective year for each university. We are using these figures because they provide a statistical base which may be compared across the state for any university in terms of dollar amounts and recipients. They also are the major support programs at this time.[4]

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[1]The statistical use of this information and its place in our statistical analysis can be found on p.

[2]Some universities failed to respond at all, others refused to respond because the questionnaire required too much time to complete adequately, and some universities provided the desired information without any reservations or problems.

[3]A copy of this questionnaire can be found on p. 25-f

[4]An example of the Fiscal Operations Report may be found on p. 25-e

Ohio Instructional Grant

The Ohio Instructional Grant (OIG) is awarded to Ohio residents who are enrolled in an eligible Ohio institution of higher education as full-time undergraduate students. The student must be "making appropriate progress towards an associate degree or bachelor's degree"[1] and not enrolled in a course of study for the purpose of entering a religious profession. This program is designed to only supplement existing programs for those students who are eligible for other financial aid funds. These monies are awarded by the Student Assistance Office of the Ohio Board of Regents, and they are channeled through each eligible institution.

The OIG figures that we have used are to round out the financial aid picture at each of the universities. These figures include:

1. The racial/ethnic breakdown by percentages of students receiving OIG funds at each institution.

2. The average dollar amount given per student to each institution.

The academic years for which we are using this information are 1973-74 through 1975-76. All figures and other information for the OIG have been taken from the Ohio Instructional Grant Annual Reports for each of the above years. The 1976-77 figures are not available as of the date of this report. It should be noted that the OIG annual reports do not provide a breakdown that describes the total dollars funneled through each university broken down according to racial/ethnic categories. Accordingly, we can only note changes that occur in the racial/ethnic breakdown of students who attend each university without being able to note changes that occur in the average dollar amount awarded to each racial classification. Changes that occur in the average dollar amount awarded to all students attending a particular university will be noted.

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[1] Ohio Instructional Grant Annual Report, Ohio Board of Regents, December, 1976, p. i

The University of Akron

The University of Akron has several hundred scholarships available to its students. These funds are awarded on the basis of academic merit, and then relative need. Of all these awards, only three or four are specified as for minority students by the donor. The scholarship dollars awarded by the Financial Aid office rose from $240,000 in 1973-4 to $300,000 in 1976-77. Other than those scholarships which are specified for minority students, there are no special minority student financial aid programs at this University.

Of those students receiving federal aid, the percentage of students who were black rose from 44.1% to 48.0%. The average dollar amount blacks received rose 12.4%, from $686.02 to $771.30. The average amount for white students rose 50.0%, from $613.35 to $920.80. The total dollars which the school distributed through these federal programs increased 56.6%, from $490,181 to $767,529.

The OIG monies that this financial aid office processed have also increased from $468,338 to $664,281.76. This represents an increase of approximately 29.0%. The number of OIG recipients has risen from 1,524 to 2,091, an increase of 27.0%. The percentage of black recipients rose from 22.6% to 26.8%.

Bowling Green State University

Bowling Green State University has no special financial aid programs for minority students, but it does have $269,000 set aside for persons in the Student Development Program. This program awards aid primarily to minority students, and at times offers tuition assistance on a large scale.

The amount of federal aid which the University has awarded to students has shown an increase from $1,178,041 in 1973-4 to $1,598,818 in the academic year 1975-76. During this time, the percentage of black recipients dropped from 30.6% to 25.1%, while the percentage of white recipients rose from 67.0% to 72.6%. These percentages are calculated on the basis of total dollars awarded. The average dollar amount awarded to black students increased by $115.42, from $726.09, a percentage increase of 15.9%. The white recipient percentage increased almost symmetrically at 16.1%.

The OIG dollars have increased from $617,847 to $681,187, an increase of 10.3% since 1973-74. The percentage of black recipients has remained constant at about 25.0%. The average OIG dollars per student processed by the University has increased from $308.61 to $313.91.

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Central State University

Central State University has few scholarships of its own available for students due to the size and nature of the institution. Therefore, financial aid at this school comes almost entirely from the federal and state programs. Despite this factor, the school does have enough funds to meet all calculated needs, and an extremely high percentage (85%) of the students receive financial aid. This office has adequate funds available for the summer terms, and has even returned monies to the government for the academic year 1976-77.

The formula that Central State employs determines eligibility by subtracting the BEOG and OIG dollars awarded from the determined need. If need is not met, the office then determines eligibility for the SEOG and matches these funds with a combination of CWS and NDSL. The NDSL is a last resort and is only used if the student needs are not met by the other programs. Also, Central State does not operate on a first come, first served basis. This office attempts to set realistic dates for a deadline, taking into account the amount of paper work involved in processing individual applications for aid.

The percentage of blacks receiving federal funds remained above 97.0% for the years we are studying. During this time there was an increase from $1492.09 to $1638.28 and then a decrease to $1310.32 for the average amount given per black student over the three years. The number of recipients dropped from 1378 to 1211 and then rose to 1387 while the total dollar amount received from the government decreased from $2,070,107.00 to $1,822,956.00.

Of the OIG recipients who attended Central State, the percentage who were black remained stable near 96%. The total dollars received by these recipients rose from $230,216.00 to $293,381.00.

The University of Cincinnati

The U.C. Financial Aid Office determines the eligibility and need of each applicant that requests financial assistance. Financial aid is then awarded in a packet containing funds drawn from some or all of the programs for which the student is eligible. The office attempts to meet the full determined neeed of each applicant whenever possible. Also, the scholarships available at the institution are awarded on the basis of academic merit, and then relative need.

The percentage of black students receiving financial aid through the federal programs remained constant near 42% for the three year period. The average dollars received by the black recipients increased from $1102.00 to $1147.23. Overall, the total dollars awarded had increased from $2,771,912.00 to $3,638,594.00, an increase of 31.3%. The total number of recipients increased from 2885 to 3422, an increase of 15.7%. During the same period the average amount received by a white student increased from $857.00 to $1000.44, an increase of $16.7%.

The percentage of black OIG recipients attending the University of Cincinnati increased from 33.9% to 45.6%, an increase of 11.7%. This had been accompanied by a 14.4% increase of all recipients of OIG funds. The total amount of OIG funds at U.C. increased from $940,106.00 to $1,121,834.87, an increase of 19.3%. The average dollar amount awarded per student attending U.C. rose from $320.20 to $333.88.

Cleveland State University

Financial aid at Cleveland State is awarded on the basis of the number of applications received and dollars available for distribution. This school is able to supply aid to all students who are eligible on the basis of need. Those students with the greatest need after entitlement grants are awarded are considered first.

The average dollar amount awarded per black recipient decreased from $967.17 to $736.45. The percentage of blacks receiving this aid rose from 31.2% to 36.0%. The total number of recipients increased from 1126 to 1362, an increase of 21%. The total dollar amount rose from $955,867.00 to $1,145,585.00, an increase of 19.8%. The average dollar amount awarded to a white student increased from $800.03 to $885.56.

The number of OIG recipients attending Cleveland State rose from 1798 to 2068, an increase of 15%. The total dollars processed by the University increased from $558,758.00 to $655,717.00, an increase of 17.4%. During this time the percentage of recipients who were black and attending Cleveland State remained stable near 32%.

Kent State University

The Financial Aid Office at Kent State University does not distribute scholarships. The Kent State University Foundation handles all the scholarships that the University awards. All scholarships that are designated for a specific department are also

awarded by that department.

This office aims for an equal distribution of funds and does so within a given framework of preferences. The priority list is: (1) incoming freshmen, (2) graduating seniors, (3) seniors, juniors, sophomores and freshmen. Again, it was stressed that the office awards financial aid funds only on the basis of need. Officers at this university feel that they do not have adequate funds to work with. The office does offer financial aid counseling for those who desire it.

Of those students who received federal funds, the percentage who were black fell from 34% to 28.2%. The average dollar amount awarded per black student also fell, from $836.04 to $809.54. At the same time the number of recipients increased 6.9%. Overall, there was a percentage increase in the average dollars received per white student and per other minority student of 21.6% and 45.4% respectively.

The percentage of those OIG recipients who were black at Kent State fell from 28.8% to 21.1%. Kent State saw an increase of 6.9% in the white recipients category, from 70.6% to 77.5%. The total number of OIG recipients attending Kent State increased 27%, from 2758 to 3502. The total OIG funds increased from $864,008.00 to $1,113,746.00.

Miami University

At Miami University there is no special consideration for minority students and no special programs from which they can receive aid. All aid is awarded solely on the basis of need.

This Office of Financial Aid has developed a specific framework under which it provides aid first to returning students who have received aid in the past, and then to students who are receiving aid for the first time. In both categories students with the greatest demonstrated need receive aid first. The equation Miami uses to determine individual aid begins with the determination of the need of the student. Funds received by the student from Miami scholarships, the BEOG and the OIG are then subtracted from the determined need. A portion of the remaining need is met with SEOG funds, and these are matched with self-help dollars which come from the CWS and NDSL programs.

The SEOG program does not always meet 50% of the remaining need, and so the University lowers the percentage of the remaining need this program will fund, so that all students will receive some money from the program.

The average amount of federal funds awarded to black students fell from $1243.65 to $1002.52, a drop of 19.4%. The percentage of black students receiving funds dropped from 13.6% to 8.5% at this time. The average amount awarded to white students increased from $919.94 to $1019.03, an increase of 10.8%. During this time, there was an increase in the total number of students receiving federal funds of 678. This increase in the total number of recipients is marked by the following characteristics: the total number of black recipients increased from 138 to 147, while the total number of white recipients increased from 874 to 1536. The "other minority" category increased from 6 to 14. Thus, the percentage changes can be explained by the fact that there occurred a substantial increase in the number of white recipients while there was only a slight increase in the number of black recipients. This shift in the average dollar amount awarded to each racial category came at a time when the funds that Miami distributed rose from $983,873.00 to $1,729,490.00, an increase of 75.8%.

The percentage of black recipients of OIG awards dropped from 9.7% to 8.6% while the total amount of dollars increased by 16.2%. The number of OIG recipients rose by 16.0%. The average amount received per student remained constant at just over $297.000.

Ohio State University

The majority of scholarships Ohio State University has available are awarded on the basis of academic merit. The Financial Aid Office also has some scholarships that are awarded on merit, yet the dollar amount is dependent upon the need of the individual.

Federal funds are awarded on the formula that three-fourths of the calculated need is offered in the form of a grant, while the other fourth of the calculated need is either a loan or a part of the CWS program. This office does offer financial aid counseling, and also does some recruiting. Officers at this school believe that they have adequate funds with which to meet the needs of most students.

There are three predominately minority programs available which are administered by the Office of Minority Affairs. These are: the Freshman Foundation Program, the Health Opportunity Program, and Developmental Education Program. These programs are geared toward helping the minority student financially and also toward meeting counseling needs.

A decrease of 6% occurred in the percentage of black students receiving federal aid, going from 26.8% to 20.8%. The decrease was absorbed by the white students receiving federal aid. The average amount received by black students increased from $1010.58 to $1118.17, a rise of 10.6%. The increase in the average amount received by white students was 26.6%, from $827.77 to $1047.77. The total dollars distributed by this institution rose 45.5%, from $4,686,451.00 to $6,819,581.00.

The percentage of blacks who received OIG awards remained constant at about 20.0%. The average dollar award increased $2.71. The total amount of OIG dollars channeled through this university increased 5.9%. The total percentage of OIG recipients rose 5.0%.

Ohio University

Ohio University's Financial Aid Office has no special financial programs for minorities. Mr. Robert O'Neal, Financial Aid Officer, noted that although there are no special programs, because of the equation used to determine need blacks will tend to be awarded more money because they tend to come from lower income brackets.

The percentage of Ohio University students who are OIG recipients increased from 10.9% to 21.5%. There was a decrease of 2.6% in the total funds this office channeled from $785,753.00 to $764,962.00. The total number of recipients also showed a slight decrease from 2569 to 2536.

The percentage of black students receiving federal financial aid has remained stable at just over 17.0% at this university. Although the percentage is stable, the average dollar amount awarded per black student has decreased from $925.40 to $739.86, a marked decrease of 19.0%. During the given time period, the average dollar amount awarded per student has increased from $797.12 to $826.04. Simultaneously, the average dollar amount awarded per white student has risen $45.69, a climb of 5.7%. There was also an increase of federal funds awarded by Ohio University of 12% from $1,445,975.00.

The University of Toledo

This Financial Aid Office offers some financial counseling services and is the only office in the state to offer a special "Financial Aid Night" separate from the Admissions Office programs. Although this office awards funds strictly on the basis

of eligibility by need, there is one program designed predominately for minority applicants, which is administered by the Office of Minority Affairs. This is the Student Development Program, which has openings for 240 students of which usually 90% are minorities. This institution has few scholarships to offer, but the Financial Aid staff feel that they have adequate funds to meet student needs.

The federal funds at the University increased 11.4% from $533,755.00. The percentage of black recipients increased from 25.5% to 32.2%. The average dollar amount of awards for blacks increased 22.3%, from $453.85 to $555.27. The number of black recipients rose from 290 to 305. There was a decrease of 7.3% in the total number of students receiving awards, a drop from 1019 to 945. Overall, the average dollar award for students rose from $523.80 to $629.10, an increase of 20.1%.

The percentage of OIG recipients who are black rose from 28.2% to 31.7%. The number of OIG recipients attending the University of Toledo increased 29.7% from 1183. The total dollar amount channeled through the University increased 42.8% from $338,728.00. The average dollar amount received by a student attending Toledo rose from $286.33 to $315.28, an increase of 10.1%.

Wright State University

The financial aid bulletin at Wright State includes instructions on how to apply for funds and a listing of available types of aid and relevant information.

The percentage of black recipients increased from 20.6% to 24.2% for federal funds. The average dollar amount received by black students decreased 28.5% from $1262.30 to $903.15. There had also been a decrease for all students, in the average dollar amount awarded, of 13.3% - a drop from $944.32 to $819.09. The number of recipients increased 17.9%, rising from 1327 to 1564.

The percentage of black students who received OIG funds and attended Wright State was 18.9% for the academic year 1973-74, while in 1974-75 this percentage increased to 65.7%, then dropped again the following year to 22.2%. This variation is unexplainable to us, but is recorded in the OIG Annual Reports for the given years. The total number of recipients increased 37.6%, rising from 853 to 1174. The average amount awarded per student increased from $297.09 to $322.53.

Youngstown State University

The following is the only information we were able to obtain regarding financial aid at Youngstown State. These figures were obtained from the Ohio Instructional Grant Annual Reports for the years 1973-74, 1974-75, and 1975-76.

Of the OIG recipients attending Youngstown there was an increase of 23.2%, from 1505 to 1855. The total dollar amount channeled through the University rose from $[illegible],718.00 to $587,632.00, an increase of 30.0%. The percentage of black recipients attending this university increased from 15.5% to 21.5%. The percentage of white recipients decreased from 83.3% to 75.8%. The average amount awarded per student increased from $298.62 to $316.78.

Summary

This section of the Financial Aid report is a comparison of the twelve state universities.[1] A general overview is provided to illustrate the distribution of federal funds across the state of Ohio. The constraints that the universities face in acquiring federal funds do not allow us the freedom to draw far-reaching conclusions nor the freedom to make strong recommendations about the future course of federal aid programs at the universities.[2] Rather, we can only present the amount of funds that each university makes available to meet the needs of its student population, and note any discrepancies between the level of need and the level of funds available. If there appears to be a need for increased aid, then the nature of the process by which funds are awarded to the universities must be questioned. Although there is some room for individual financial aid offices to manipulate the overall level of federal funds that they receive, their funding is primarily contingent upon the demonstrated need of their students and the amount of federal funds allocated for distribution by the government.

The following is a comparison of the eleven universities, noting the changes that occured between the fiscal years 1973-74 and 1975-76.[3] Shifts in the racial/ethnic distribution of federal fund recipients occured at eight of the eleven universities. The universities that did not incur changes in the racial/ethnic distribution were Central State, Cincinnati, and Ohio University. The changes that occured at Akron, Cleveland State, Toledo, and Wright State were increases in the percentage of black recipients with a symmetrical fall in the percentage of white recipients.[4]

Significant changes have occured in the average dollar amounts received by students also. Akron, Bowling Green, Cincinnati, Ohio State, and Toledo showed an increase in the average dollar amount received by black students. The six other universities: Central State, Cleveland State, Kent State, Miami, Ohio University, and Wright State showed a decrease in the average dollar amount received by blacks. The above shifts in the average dollar amounts were accompanied by a somewhat different type of change in the average dollar amount received by whites. Only one university, Wright State, saw the average dollar amount received by whites decline. The other ten universities had the average dollar amount received by whites increase.

These changes occured while ten of the universities realized an increase in the total dollar amount distributed during the years analyzed. Central State realized a decrease of 9.0% in the total dollars distributed.[5] Of the remaining ten universities, Miami had the largest increase in total dollars distributed, 75%. Wright State had the smallest increase, 2.2%, in the total dollars distributed. The table that immediately follows this summary shows the changes in the total dollar amounts distributed at each institution.

As we mentioned above, a more in-depth analysis of this information was not possible due to the nature of the information made available to us. However, two points relevant to minority student admissions and enrollment may be made. First of all, if a minority student cannot receive sufficient aid, this may represent a barrier to their entrance. Secondly, the more financial aid a school is able to provide, the more attractive it will be to minority and economically disadvantaged students. These are two significant points that each institution must be aware of in its effort to recruit and retain minority students.

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[1]We have only eleven schools because Youngstown State did not comply with our requests for their Fiscal Operations Report.

[2]These constraints are given under the heading of "Federally Funded Programs" in the introduction to this section.

[3]We will deal only with the black and white categories because this represent the significant amount of the recipients of federal aid. For the exact breakdown by racial/ethnic categories see p. 25-a

[4]The percentages for the above observations can be found on p. 25-b

[5]It should be noted that during this period, Central State was in the process of rebuilding from the tornado which destroyed a substantial number of its facilities.

Percentage Change in Total Dollars
Distributed by Ohio's State Universities

School	1273-74	1975-76	%change
Akron	$ 490,181	$ 1,767,529	56.6
B.G.S.U.	1,178,041	1,598,818	26.0
Central	2,070,107	1,822,956	- 9.0
Cleveland	955,867	1,145,585	19.8
Cincinnati	2,771,912	3,638,595	31.3
Kent	1,418,900	2,084,944	53.1
Miami	983,873	1,729,490	75.8
Ohio State	4,686,451	6,819,581	45.5
Ohio Univ.	1,445,975	1,619,867	12.0
Toledo	533,755	594,497	11.4
Wright State	1,253,107	1,281,054	2.2
Youngstown	---	---	---
Total	$ 17,988,169	$ 23,122,916	29.5 (avg.)

STUDENTS RECIEVING FINANCIAL AID THROUGH THE NDSL, SEOG AND CWS

NUMBERS FOR FISCSAL YEAR 1974 (1973-1974)

UNIVERSITY / RACE	AKRON	BOWLING GREEN	CENTRAL	CLEVELAND	CINCINNATI	KENT	MIAMI	OHIO STATE	OHIO UNIV.	TOLEDO	WRIGHT STATE	YOUNGSTOWN
BLACK	335	497	1350	351	1202	680	138	1432	315	290	273	
OTHER MINORITY	3	38	3	35	29	19	6	71	9	22	8	
WHITE	421	1087	34	740	1654	1302	874	3842	1490	707	1046	
TOTAL	759	1622	1387	1126	2885	2001	1018	5245	1814	1019	1327	

NUMBERS FOR FISCAL YEAR 1975 (1974-1975)

BLACK	396	507	1177	447	1261	724	124	1485	265	258	244	
OTHER MINORITY	6	40	3	31	23	30	5	69	11	22	9	
WHITE	455	1254	31	740	1702	1424	944	3608	1447	612	945	
TOTAL	837	1801	1211	1218	2986	2178	1073	5162	1723	894	1198	

NUMBERS FOR FISCAL YEAR 1976 (1975-1976)

BLACK	433	478	1343	491	1437	742	147	1335	336	305	379	
OTHER MINORITY	4	44	5	25	28	34	14	98	19	26	11	
WHITE	465	1381	30	846	1957	1857	1536	4981	1606	614	1174	
TOTAL	902	1903	1378	1362	3422	2633	1697	6414	1961	945	1564	

STUDENTS RECIEVING FINANCIAL AID THROUGH THE NDSL, SEOG AND CWS

PERCENTAGES FOR FISCAL YEAR 1974 (1973-1974)

UNIVERSITY / RACE	AKRON	BOWLING GREEN	CENTRAL	CLEVELAND	CINCINNATI	KENT	MIAMI	OHIO STATE	OHIO UNIV.	TOLEDO	WRIGHT STATE	YOUNGSTOWN
BLACK	44.1	30.6	97.3	31.2	41.7	34.0	13.6	26.8	17.4	28.5	20.6	
OTHER MINORITY	0.4	2.4	0.2	3.1	1.0	1.0	0.6	1.3	0.5	2.2	0.6	
WHITE	55.5	67.0	2.5	65.7	57.3	65.0	85.8	71.9	82.1	69.3	78.8	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

PERCENTAGES FOR FISCAL YEAR 1975 (1974-1975)

BLACK	45.0	28.2	97.2	36.7	42.2	33.2	11.6	28.8	15.4	28.9	20.4	
OTHER MINORITY	0.7	2.2	0.2	2.5	0.8	1.4	0.5	1.3	0.6	2.5	0.8	
WHITE	54.3	69.6	2.6	60.8	57.0	65.4	87.9	69.9	84.0	68.6	78.8	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

PERCENTAGES FOR FISCAL YEAR 1976 (1975-1976)

BLACK	48.0	25.1	97.5	36.0	42.0	28.2	8.5	20.8	17.1	32.3	24.2	
OTHER MINORITY	0.4	2.3	0.4	1.8	0.8	1.3	0.8	1.6	1.0	2.8	0.7	
WHITE	51.6	72.6	2.1	62.2	57.2	70.5	90.7	77.7	81.9	64.9	75.1	
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	

UNDUPLICATED FEDERAL FUNDS ADMINISTERED BY EACH UNIVERSITY THROUGH THE NDSL, SEOG AND CWS

AVERAGE DOLLAR AMOUNT ADMINISTERED FOR FISCAL YEAR 1974 (1973-1974)

UNIVERSITY / RACE	AKRON	BOWLING GREEN	CENTRAL	CLEVELAND	CINCINNATI	KENT	MIAMI	OHIO STATE	OHIO UNIV.	TOLEDO	WRIGHT STATE	YOUNGSTOWN
BLACK	$686.02	$726.09	$1492.09	$967.17	$1102.20	$836.04	$1243.65	$1010.58	$925.58	$453.85	$1262.33	
OTHER MINORITY	714.33	711.71	2178.00	696.29	696.29	588.47	1369.67	834.25	406.56	523.50	1030.78	
WHITE	613.35	726.90	1448.44	800.03	857.03	644.55	919.94	827.69	772.16	552.51	878.85	
TOTAL	645.82	726.29	1492.51	848.90	960.80	709.10	966.48	876.79	797.12	523.80	944.32	

AVERAGE DOLLAR AMOUNT ADMINISTERED FOR FISCAL YEAR 1975 (1974-1975)

BLACK	$681.45	$845.01	$1638.28	$819.36	$1218.98	$853.57	$1332.74	$966.74	$817.20	$561.22	$981.84	
OTHER MINORITY	379.83	731.58	1631.00	1026.19	1026.19	669.23	641.60	959.09	1180.36	703.09	941.11	
WHITE	658.27	802.29	1246.00	788.30	920.11	644.55	952.94	961.97	820.71	699.14	742.05	
TOTAL	667.73	812.55	1636.51	805.76	1036.65	709.10	995.29	963.30	822.51	659.35	775.01	

AVERAGE DOLLAR AMOUNT ADMINISTERED FOR FISCAL YEAR 1976 (1975-1976)

BLACK	$771.30	$841.51	$1310.32	$736.45	$1147.23	$809.54	$1002.52	$1118.17	$739.86	$555.27	$903.15	
OTHER MINORITY	1345.75	828.31	802.40	1392.32	1392.32	855.56	1206.50	1099.82	932.42	639.88	984.46	
WHITE	920.80	844.63	1639.67	885.56	1000.44	783.62	1019.03	1047.77	842.81	665.32	790.40	
TOTAL	850.92	840.16	1322.90	841.10	1063.29	791.85	1019.15	1063.23	826.04	629.10	819.09	

UNDUPLICATED FEDERAL FUNDS ADMINISTERED BY EACH UNIVERSITY THROUGH THE NDSL, SEOG AND CWS

UNIVERSITY	AKRON	BOWLING GREEN	CENTRAL	CLEVELAND	CINCINNATI	KENT	MIAMI	OHIO STATE	OHIO UNIV.	TOLEDO	WRIGHT STATE	YOUNGSTOWN
TOTAL DOLLARS ADMINISTERED FOR FISCAL YEAR 1974 (1973-1974)												
RACE												
BLACK	$229,818	$360,861	$2,014,326	$339,477	$1,324,846	$568,510	$171,625	$1,447,251	$291,502	$131,616	$344,615	
OTHER MINORITY	2,143	21,045	6,534	24,370	29,537	11,181	8,218	59,232	3,659	11,517	9,277	
WHITE	258.220	790,135	49,247	592,020	1,417,529	839.209	804,030	3,179,968	1,150,514	390,622	899,215	
TOTAL	490,181	1,178,041	2,070,107	955,867	2,771,912	1,418,900	983,873	4,686,451	1,445,975	533,755	1,253,107	
TOTAL DOLLARS ADMINISTERED FOR FISCAL YEAR 1975 (19746 1975)												
BLACK	$256,225	$428,422	$1,928,251	$366,255	$1,537,129	$617,987	$165,168	$1,435,610	$216,558	$144,795	239,568	
OTHER MINORITY	2,279	29,263	4,893	31,812	28,895	20,077	3,208	66,177	13,050	8,470	8,470	
WHITE	300,388	1,005,713	36,564	583,345	1,529,404	986,875	899,570	3,470,776	1,187,571	427,876	116,252	
TOTAL	558,892	1,463,398	1,969,708	981,412	3,095,428	1,624,939	1,067,945	4,972,562	1,417,178	589,914	954,222	
TOTAL DOLLARS ADMINISTERED FOR FISCAL YEAR 1976 (1975-1976)												
BLACK	$333,974	$402,242	$1,759,754	$361,595	$1,648,572	$600,675	$147,370	$1,492,752	$248,594	$169,357	342,293	
OTHER MINORITY	5,383	30,137	14,012	34,808	32,165	29,089	16,891	107,782	17,716	16,637	10,829	
WHITE	428,172	1.166,439	49,190	749,182	1,957,858	1,455,180	1,565,229	5,218,947	1,353,557	408,509	927,932	
TOTAL	767,529	1,598,818	1,822,956	1,145,585	3,638,595	2,084,944	1,729,490	6,819,581	1,619,867	594,497	1,281,054	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

PLEASE READ INSTRUCTIONS BEFORE COMPLETING THIS FORM.

FORM APPROVED
O.M.B. NO. 51-R0643

COMPLETE THIS PART ONLY AFTER ALL OTHER RELEVANT PARTS OF THIS REPORT HAVE BEEN COMPLETED.

INSTITUTIONAL FISCAL-OPERATIONS REPORT FOR THE EDUCATIONAL OPPORTUNITY GRANTS, COLLEGE WORK-STUDY, AND NATIONAL DIRECT STUDENT LOAN PROGRAMS FOR FISCAL YEAR 1973 *(July 1, 1972–June 30, 1973)*

PART I GENERAL SECTION

1. OE VENDOR NUMBER
003077

2. NAME AND ADDRESS OF INSTITUTION *(Include city, State, and ZIP code)*

SAMPLE COPY

3. COMPLETE THIS REPORT AND RETURN BY AUGUST 15, 1973, ALL COPIES BUT YOUR OWN TO

U.S. Office of Education
Bureau of Higher Education
Division of Student Assistance
Program Support Branch
Washington, D.C. 20202

SECTION A - NUMBER OF EOG, CWS, AND NDSL AID RECIPIENTS AND AMOUNTS SPENT IN THESE PROGRAMS DURING FISCAL YEAR 1973 BY RACIAL/ETHNIC DISTRIBUTION

RACE OR ETHNIC GROUP	ADP USE	UNDUPLICATED TOTAL		EOG		CWS		NDSL	
		STUDENTS a	AMOUNT b	STUDENTS c	AMOUNT d	STUDENTS e	AMOUNT f	STUDENTS g	AMOUNT h
1. NEGRO/BLACK	1A010	134	136,280	79	50,115	44	28,235	115	57,930
2. AMERICAN INDIAN	1A020	0	--	0	--	0	--	0	--
3. ORIENTAL	1A030	2	1,225	1	625	0	--	2	600
4. SPANISH-SURNAMED	1A040	0	--	0	--	0	--	0	--
5. WHITE *(Other than Spanish-surnamed)*	1A050	888	630,225	152	88,374	182	97,278	749	444,573
6. ALL OTHER STUDENTS IN PROGRAMS	1A060	0	--	0	--	0	--	0	--
7. *TOTAL (Sum of lines 1 through 6)*	1A070	1,024	767,730	232	139,114	226	125,513	866	503,103

SECTION B - DISTRIBUTION OF AID RECIPIENTS BY SEX DURING FISCAL YEAR 1973

SEX	ADP USE	UNDUPLICATED NUMBER OF AID RECIPIENTS a	EOG RECIPIENTS b	CWS RECIPIENTS c	NDSL RECIPIENTS d
1. MEN	1B010	476	106	120	383
2. WOMEN	1B020	548	126	106	483
3. *TOTAL*	1B030	1,024	232	226	866

SECTION C - STUDENT UNREST PROVISIONS

(Number of students whose Federal assistance was terminated during the period July 1, 1972 through June 30, 1973, by reason for termination)

ADP USE	TOTAL NUMBER TERMINATED a	SECTION 305 P.L. 92-48 b	SECTION 497(a) P.L. 89-329 c	SECTION 497(b) P.L. 89-329 d	INSTITUTION'S RULES AND REGULATIONS e
C010	None	none	none	none	none

Financial Aid Questionnaire

Sample Copy

This questionnaire is being sent to the financial aid offices of all twelve state universities. The first set of questions are open-ended and will require a detailed answer. Please be as accurate and precise as possible.

1.) Explain the process, as fully and accurately as possible, by which your office determines the distribution of funds.

2.) Does the student receive the total amount he or she is eligible for through your financial aid program? Explain fully.

3.) Explain how your office handles funds received through these federal programs: NDSL, SEOG, and CWS. Please explain all policies on the administering of the eligible funds to students.

4.) Circle one of the following. Do all applicants automatically receive financial aid information with the application?

yes no

5.) Does your school meet the financial needs of all your students?

yes no

6.) Does your school meet the financial needs of your minority students?

yes no

7.) The publicity for financial aid programs is:

very good	good	adequate	poor	very poor
1	2	3	4	5

8.) The University's responsiveness to minority students in relation to financial aid is:

very good	good	fair	poor	very poor
1	2	3	4	5

9.) The University's responsiveness to all students' financial aid needs is:

very good	good	fair	poor	very poor
1	2	3	4	5

10.) Scholarship dollars are given out on the basis of:

a) financial need only
b) academic merit, then relative need
c) academic merit

If a combination of the above three, please explain.

-25-f-

Affirmative Action Offices

Introduction

Affirmative Action is a federally funded program created to provide a mechanism whereby institutions may direct their efforts to comply with equal educational and employment policies. This also involves the extension of opportunities in hiring, promotion, and tenure, etc. to groups who have been discriminated against in the past. The duties of these officers include the coordination of such efforts as university adherance to Title VII of the Civil Rights Act of 1964, Title VI, Title IX, Section 503 of the Veterans Readjustment Assistant Act, Executive Orders 11246, 11375, 11141, etc., Ohio Fair Employment Practices Act, and similar legislation affecting the status of women, minority group members, handicapped persons, and veterans. Activities of these offices include policy and program development, handling internal grievances and investigations by agencies, recruiting, advising, data collection, reporting, outreach programs, handling of Contract Compliance and Compliance Reviews, work force analysis, etc.

We investigated Affirmative Action offices at each university for two reasons. First, we hoped to obtain statistics showing the numbers and ratios of minority and non-minority administrators, faculty, and staff, to see if there is a correlation between these numbers and trends in minority enrollment. Also, to determine the nature of the relationship of minority personnel to minority students both quantitatively and qualitatively, we interviewed Affirmative Action officers to obtain their own insights into the general climate and commitment of the university with respect to minority persons.

Since the outset of our investigation we encountered many technical difficulties in our research. Affirmative Action was first implemented at most of the schools in the very early seventies; as such, much of the data we were looking for has simply not been recorded for the years we are concerned with in this study. Often Affirmative Action officers stepped into situations in which data had been poorly recorded and organized, and so had to spend some years developing and maintaining a more comprehensive system of records. The greatest problem we encountered was that, in cases where these records have been kept, they are not available in comparable form from school to school. For example, job categories are not similarly defined at each school, and so no satisfactory analysis can be done on these numbers. The information most accessible and easy to work with were the EEO-6 employment forms each school must file with the Department of Health, Education, and Welfare, but even these

job categories varied at different schools.

Apart from statistical problems we found that, because the nature of Affirmative Action offices and programs is complex and extensive, it is not possible to develop a clear understanding of the problems and successes of these offices without a more detailed and comprehensive study. It is also a complicated matter to assess university commitment to Affirmative Action priorities without a more elaborate investigation, and it is difficult to compare the activities of offices which must be understood within the context of conditions relative to the specific school that the office represents. We have made no attempt either to rate or evaluate these offices, or the universities in this respect. What we have done is to highlight the results of our interviewing. We have not attemmpted any statistical analysis due to the inconsistencies and the lack of any meaningful raw data, and our findings remain generally inconclusive regarding the impact of Affirmative Action on the recruitment of minority students.

In cases where we had substantial information available to us, we have included basic lists of some of the programs implemented at the individual offices, but for the most part we have deleted references to the programs and philosophies of these offices. We do not have enough information in this area, and consider that a general description of the nature of Affirmative Action programs, as described earlier, is adequate for a study of this type. Therefore, what follows are reports based mostly upon interviews. Blank spaces in both the budget chart at the end of this section and the summaries that follow the reports for the individual schools indicate areas in which that particular information was not available. Kent State and Ohio State have not been included in this section. We encountered difficulties with the information from these schools which could not be resolved by the time this study was printed.

These reports generally include references to the history of the Affirmative Action programs, and budgetary and personnel information, as well as the officers' comments regarding the racial proportions of faculty and administrators at the various institutions. Also included are the officers' observations concerning their respective university's general commitment to minority students, and comments on the nature of the specific community's response to its minority students. Finally, certain officers have offered critical observations on the nature of the relationship of minority faculty and administrators to minority students.

Akron University - Mr. Richard Neal, Director of Affirmative Action

Mr. Neal has held his position as Affirmative Action Officer for the past four years. He notes that the organization of the office, since 1973, has remained relatively unchanged, although the responsibility for implementation of EEO/AA mandates has increased considerably. It is Mr. Neal's opinion that although the level of consciousness at the University of Akron has been raised, Affirmative Action has been integrated into the basic operation of the University with no special priority. He labels the climate of the University as basically conservative, and while he would not label University practices as discriminating, he thinks that there is more that can be done to help the minority student at this school. He considers hiring/promotion/tenure/salary procedures to be basically fair for most persons, and further reflects that the University community's overall receptivity to minority students is about average.

We learned from Mr. Neal that the University of Akron has an "integrationist policy", whereby the administration has chosen not to distinguish programs or activities by racial categories. Operationally, this means that in certain instances minority needs are somewhat overlooked, or neglected, in areas such as cultural programming, etc. Mr. Neal noted that most campus events do not tend to attract audiences which reflect the racial proportions of the student body.

Office instituted in . . . 1970
Staff size . . . . . 1 ft officer, 1 pt officer, 1 secretary
Reports to . . . . . President
Budget . . . . . 1973: unavailable
1974: $25,000.00
1975: $30,000.00
1976: $33,000.00

Bowling Green State University - Mr. Myron Chenault, Director of Affirmative Action

Mr. Chenault thinks that Bowling Green is extremely committed to increasing minority enrollment, and to upgrading the educational facilities for minority students in general. This is evidenced by the high quality and success of the Student Development and recruitment programs.

There are not many black faculty members at BGSU. One reason the administration has offered for this in the past has been the lack of qualified minority group members with Ph.D.'s, although Mr. Chenault feels that this situation is undergoing constructive change.

In comparison with the faculty situation, there are a number of black administrators at BGSU; there are approximately ten in the upper level of the administration. Some of these are in positions related to minority-oriented programs such as the Student Development program, and have made significant impact on the minority recruitment programs.

Mr. Chenault is satisfied with his budget, and believes that, while there are individual exceptions, the University as a whole is committed to Affirmative Action.

Office instituted in . . . 1972
Staff size . . . . . 2 ft staff members
Reports to . . . . . Vice President of Resource Planning
Budget . . . . . 1973: unavailable
1974: unavailable
1975: unavailable
1976: $6,000.00 operating budget
(does not include salaries)

Central State University - Mr. Fred J. Mabra, Sr., Director of Personnel Office, Affirmative Action Officer

Basically, Affirmative Action presents no problem at Central State because this university is predominantly attended by black students, and the majority of the faculty, administrative staff, and supportive staff are black. The University has experienced only one discrimination grievance, in 1973.

Mr. Mabra states that the hiring/promotion/tenure/salary practices at Central State University are fair for all persons. This is evidenced by his estimate that 15% of the upper management and 33% of the faculty is white. These percentages have tended to increase in recent years.

Office instituted in . . . 1971
Staff size . . . . . One officer handles Affirmative Action as part of the overall Personnel Office responsibilities.
Reports to . . . . . President
Budget . . . . . Budget incorporated into the overall budget of the Personnel Office.

Cleveland State University - Ms. Annette Power Johnson, Affirmative Action Officer

Ms. Johnson has held this position since 1974. She thinks that, since 1974, proper hiring procedures have been adhered to throughout the University for the most part. The biggest problem this office faces is an overload of work - especially now that the office must

deal with Title IX and Rehabilitation Act duties. Ms. Johnson thinks that even if her budget were higher, it is impossible to do an adequate job without an increase in staff.

Regarding University commitment, Ms. Johnson believes that Affirmative Action priorities are respected by most departments and administrators, although there are individual exceptions.

Ms. Johnson also offered critical insight into the relationship of minority faculty and administrators to minority students:

"Minority faculty and administrators are important to minority students in ways students do not even realize. Major decisions at most universities are made by older white males with little knowledge of or sensitivity to minorities. Institutions are built and programs established with little thought of minorities. At many critical points minorities have little or no input in decision making. Unless there are minority administrators and faculty present in more than token numbers, minority students' needs will be overlooked. There is no question that minority faculty and administrators are helpful in one-to-one situations and as role models. Minority students coming from segregated high schools may have the hardest adjustments."

Office instituted in . . .	1972
Staff size	1 ft officer, 1 pt assistant, 1 secretary, work-study students
Reports to	President
Budget	1973: $38,849.00 1974: $44,150.00 1975: $48,440.00 1976: $52,831.00

University of Cincinnati - Ms. Marilyn Hepner, Affirmative Action Officer

Affirmative Action at U.C. is a part of the Office of University Commitment and Human Resources. The office is extensive in scope, and has a comparatively large budget. Some of the listed services include:

1.) Staff training and personnel development
2.) Reviewing and improving balances in the utilization of women and minorities
3.) Creating the Identification Resource Base: a data index for women, minorities, and the general community
4.) Seminars stressing opportunities in higher education for women and minorities, and seminars on Affirmative Action compliance and career mobility
5.) Support of short term seminars and programs at the University

Since around 1970, it appears that the University has put considerable effort into maintaining positive Affirmative Action priorities. Ms. Hepner is satisfied with the school's monetary and attitudinal commitment, although she thinks that minority enrollment has increased at a faster pace than minority hiring. Also, there are few minorities in upper administrative positions.

Ms. Hepner noted that minority faculty and administrators have a strong impact on minority students as role models and counselors, and she believes that they quite definitely influence the enrollment and retention of these students.

Office instituted in . . . 1973
Staff size . . . . . 7 ft and pt combined, including secretarial, all 4 years (breakdown of ft - pt unavailable)
Reports to . . . . . President
Budget . . . . . 1973: unavailable
1974: unavailable
1975: $100,000.00
1976: $120,000.00

Miami University - Mr. Michael Montgomery, Director of Affirmative Action

This office was instituted in 1972, but had no full time officer until 1975. The budget figures are the lowest of those we have been able to obtain from Affirmative Action offices (figures for Bowling Green are incomplete). Mr. Montgomery believes that an increase in budget, staff, and space is essential to the successful functioning of his office. He considers the University's monetary and attitudinal commitment to Affirmative Action priorities to be very weak, and although he thinks that promotion/tenure/salary procedures are fair with respect to minorities, Mr. Montgomery labeled Miami's hiring practices as unfair to minorities. Miami has the lowest number of black faculty of all the state supported schools; there were seven in 1975, a decrease from twelve in 1972. It appears that, in general, Miami University takes a fairly passive stand on progressive hiring.

Miami recently completed a self-study on the status of women and minorities within the University. In surveys and testimonies to the self-study committee, many faculty members and students expressed concern about the lack of minorities and women in visible or influential positions on campus. As one faculty member put it:

> " 'I do not believe that the various departments of the Univsity are encouraged (with the necessary financial backing) to conduct thorough searches for qualified women and minority group members. The "old boy" network is still functioning, and I sometimes think that the search committees are unwitting accomin an elaborate charade.' "[1]

Mr. Montgomery agrees with these sentiments. In a written survey he told us:

> "The appearance of minority faculty and administrators to both minority students and non-minority students should be an essential part of the academic growth of university life. The misconceptions that non-minority students have about the academic skills of a minority person are emphasized by the small numbers of minority faculty and administrators. The lack of significant role models for the minority student to have through an exposure to recalcitrantly low numbers of minority faculty and staff is disheartening at best and futuristically damaging at worst.
>
> Through the lack of exposure to the expertise that minority faculty and staff can lend to the overall growth process of the university community, the unfortunate result is that generations of students are going through the turnstiles at Miami University and are unprepared to deal effectively with a pluralistic society."

Office instituted in . . .	1972
Staff size	1 ft officer, 1 secretary who provides services for another office as well as Affirmative Action
Reports to	President
Budget	1973: unavailable 1974: $18,500.00 1975: $21,500.00 1976: $25,000.00

Ohio University - Mr. John McDonald, Director of Affirmative Action

This office was instituted in 1973, and Mr. McDonald has been at O.U. for eighteen months. He thinks that hiring/promotion/tenure/salary procedures are fair with regard to minorities; the major problem is that there has been a decrease in hiring. Also, Ohio University ranks low in faculty compensation, making the school less attractive to prospective employees.

When questioned about University commitment, Mr. McDonald indicated that although the key officers of the institution (President and Provost) are relatively new to their positions, the level of concern manifested has been strong. The major problem he noted with regard to minority students is a retention problem. He believes that black students need more transitional courses (high school to college), and in general, that a university with an open enrollment policy must especially examine, and respond to, the needs of its students.

An Ohio University status report on women and minorities, dated April 15, 1977, included the following statements regarding

minority employees:

1. There have been only minor changes in the percentage of black faculty members since 1973.

2. The number of black administrators increased from 11 in 1975 to 19 in 1976.

3. During the current fiscal year 4% of all the Athens campus employees are minorities.[2]

Office instituted in . . . 1973
Staff size . . . . . 1 ft officer, 1 pt officer, 1 pt secretary
Reports to . . . . . President
Budget . . . . . 1973: unavailable
1974: unavailable
1975: $30,000.00
1976: $35,000.00

University of Toledo - Mr. Stan Calhoun, Director of Affirmative Action and Human Resources Development

Mr. Calhoun has been at Toledo since December, 1976, and is still too new to be able to present a complete picture of Affirmative Action there. As far as history goes, it seems apparent that prior to Mr. Calhoun the office functioned as an administrative mechanism for sex discrimination grievances, and took little preventative steps even in this area. Mr. Calhoun is currently in the process of restructuring the Affirmative Action program, and hopes to create some preventative action, as well as to aggressively push for increases in minority and women hirings.

We could obtain little information regarding the status or past numbers of minority group members employed by the University.

Office instituted in . . . 1973
Staff size . . . . . 1 ft officer, 1 pt officer, 1 ft stenographer, 1 ft clerk/typist
Reports to . . . . . President
Budget 1973: $30,723.00
1974: $31,388.00
1975: $34,480.00
1976: $35,080.00
1977: $73,020.00

Wright State University - Dr. Alphonso Smith, Director of Affirmative Action

Affirmative Action at Wright State has been a policy that was not pushed, but was handled instead by individual departments at their own initiative and discretion. Dr. Smith feels that there is

a strong commitment to Affirmative Action from the upper administration, although below this there have been some problems. When questioned about hiring/promotion/tenure/salary practices, Dr. Smith responded that in theory these procedures are fair, but that in practice, most are questionable.

Dr. Smith rated the school's overall reception to minority students as average. There are some reason why black students do not come to Wright State; he noted the school's early reputation as largely attended by white students as a major contributing factor. Also, Dr. Smith believes that there is a general atmosphere of apathy among both black and white students who are currently enrolled at the University.

Office instituted in . . . 1973
Staff size . . . . . 2 ft officers, 1 secretary
Reports to . . . . . President
Budget . . . . . unavailable, all 4 years

Youngstown State University - Mr. Hugh Frost, Director of Affirmative Action

Mr. Frost is satisfied with the status of Affirmative Action at Youngstown State. He believes that the monetary and administrative commitment of the University is very strong, and that he is especially supported and encouraged by the President.

Considering that Youngstown State is an urban institution, and thus should have a fairly substantial pool of qualified minorities to draw from, the number of black faculty is low. There were fourteen in 1976. We could obtain no further data on the number of minority faculty members administrators for the past four years.

Office instituted in . . . unavailable
Staff size . . . . . unavailable
Reports to . . . . . President
Budget . . . . . unavailable

Summary

As was stated in the introduction to this section, we have made no attempt to rate or evaluate the strength of programs or the level of commitment of each university. We have therefore refrained from making any sort of comparative analysis here. For example, it is true that the University of Cincinnati has the largest budget of those we have been able to obtain, but the reasons for this, and its relative significance, are not clear. There are, however, some points which deserve considerable attention.

Most of the officers we talked to felt very strongly that the numbers and availability of minority persons in visible and influential places have a strong effect on the lives of students both directly and indirectly. Officers at schools where this situation is not particularly good were very clear on this point. Mr. Michael Montgomery of Miami University was the most outspoken and dissatisfied with conditions at his school, and as was recorded in the section on Miami, he stressed the tremendous loss students are experiencing as a result of the lack of cultural exposure to persons who do not belong to the majority groups. The members of Miami's self-study committee sum up the situation in a way that indicates both the severity of Miami's problem, and the reasons that this is indeed especially relevant to students attending institutions of higher education:

> First of all, the problem of minority size is paramount. In terms of numbers, we are reminded that Miami's seven Black faculty account for less than one percent of its entire instructional force; that Miami's 304 Black students represent less than two percent of an 18,000 student enrollment (main and branch campuses); and that Blacks are conspicuously absent in countless areas across the campus. Where are the Blacks in high level administration, or admissions or counseling or on various teams, or in various departments, ad infinitum? The consequences, of course, are legion. Blacks are insufficiently represented, whites lose the benefits of a heterogeneous learning environment, extraordinary demands are placed on the shoulders of the few, and so on. But perhaps the most debilitating demands are to be seen among the Black students, as our witnesses make clear. The paucity of minority numbers gives rise to deep-seated feelings of powerlessness, coupled with a very strong sense of an increased isolation and loneliness. Witnesses also speak of the extremely uncomfortable position of being the single, visible minority in countless situations. As one student put it, "I'm tired of being a pioneer, I'm tired of knocking down damn doors." Ultimately the committee hears an unmistakable bitterness and alienation among the Black students. "The Black student does not feel wanted at Miami," one student told the committee. Another echoed the same theme: "There

is nothing to relate to here. This isn't my school. This is their school." Such views are further fueled by the lack of any progress in changing the percent of Blacks associated with the University. One witness observed that " . . . Miami University is really in the dark ages . . . Miami University has regressed: 5 years ago there were 12 Black faculty, now there are 7." As a result, many witnesses are persuaded that the situation is the result of a deliberate policy on the part of Miami, and they are deeply pained by the unhappiness it has brought them. At bottom, they regard the experience so negatively that they openly declare their intention to actively discourage any other Blacks from heading in this direction.[3]

Several of the Affirmative Action officers stressed the importance of minority recruitment efforts, and the implementation of mechanisms which would guarantee that minority needs would be attended to in areas such as programming. The officers also emphasized the importance of role models for students, and the involvement and success minority students, like any others, must have in order to maintain a positive attitude towards the outcome of their own efforts and their relationship to the university they attend. Minority administrators, faculty, and staff members serve to open these channels. They provide guidance and encouragement for minority students as well as continuous pressure and energy directed toward administrative actions which affect change for these students.

Many officers felt that, in general, their school could be more aggressive in the area of Affirmative Action. Yet, the officers wish to avoid harmful generalizations and spoke of, or alluded to, specific areas of resistance in certain academic units or from certain individuals. They pointed to some of the more general problems presently confronting higher education, such as the fact that business and industry today offer better financial opportunities to qualified women and minority group members. As a result, most of the state-supported universities cannot compete financially for these persons. Schools such as Ohio University and others that have suffered monetary setbacks of their own face even greater difficulties in the attempt to overcome past discrimination and reach positive goals in the area of employment. Some of the Affirmative Action officers noted that with the foreseen decrease in student enrollment which will occur in the next few years, the amount of instructional positions available is being decreased even now. This has an obvious effect on those qualified women and minorities who are just stepping into the job market. Positions are being eliminated, which intensifies competition for available jobs.

Many Affirmative Action officers have emphasized the great range of services an office of this nature can offer to its respective institution. For instance, there is a great deal of legislation to be kept up with, and it is highly beneficial to the functioning of large institutions to have offices which are capable of centralizing and coordinating responses to these changes. Of course,

the overall impetus or force these offices can become is reflected most highly at the schools where the administration clearly supports the office's programs. Ms. Johnson at Cleveland State University noted that since the Affirmative Action Office was first implemented at this school, it has received fairly consistent administrative support. Therefore, C.S.U. has achieved a stronger balance in hirings, and positions and promotions have been opened to women and minority group members in areas that were previously closed to them.

The Affirmative Action Office plays a crucial role in overcoming past discrimination and guaranteeing compliance with equal opportunity policies. We believe that with the proper institutional support these offices are making considerable progress. To these ends, we would like to make the following two suggestions. First, we have found the self-study minority and women status reports which were done by four of Ohio's state schools (Kent State, Miami, Ohio State, and Ohio University) to be of tremendous help in trying to understand the specific situation and complexities at each school. It would be beneficial for every university to attempt a project of this sort. This enables persons who are a part of the university to get a broad and detailed look at what is happening at their school, and for this reason the final report offers the advantage of insights from persons who are not external to the particular system. These studies also offer greater possibilities for comparison of each school; we believe that schools can learn from each other's successes, failures, and problems.

It is also apparent from our research that statistical data and past employment records are fairly difficult to obtain and analyze. Several of the Affirmative Action officers stated that an increase in budget and staff would ease the problems involved in maintaining records. In general, an increase in budget and staff would allow these officers to devote more time and energy to all of these concerns. These are some of the ways in which schools might confirm and strengthen their support of Affirmative Action programs.

Affirmative Action Office Budgets

School	1973	1974	1975	1976
Akron	-	$25,000.00	$30,000.00	$33,000.00
B.G.S.U.	-	-	-	$ 6,000.00 operating
Central	incorporated into Personnel Dept. budget			
Cincinnati	-	-	$100,000.00	$120,000.00
Cleveland	$38,349.00	$44,150.00	$48,440.00	$52,831.00
Kent	-	-	-	-
Miami	-	$18,500.00	$21,500.00	$25,000.00
Ohio State	decentralized throughout university			
Ohio U.	-	-	$30,000.00	$35,000.00
Toledo	$30,723.00	$31,388.00	$34,480.00	$35,080.00
Wright	-	-	-	-
Youngstown	-	-	-	-

These figures were obtained directly from the Affirmative Action officers we interviewed.

Footnotes

[1] Report of the Committees to Review the Status of Women and Racial/Ethnic Minorities at Miami University Alan S. Engel, Director, February 1, 1977 p. 7

[2] Status Report on Women and Minorities at Ohio University Office of Provost and Equal Opportunity Programs, April 15, 1977 p. 1

[3] Miami University Self-Study, p. 10

Offices of Minority Affairs

Introduction

The following section summarizes six offices designed specifically to coordinate the special services and programs offered at their respective universities. The scope and purpose of each office varies to accomodate the needs and organization of each institution, yet five of the six offices bear the official title "Office of Minority Affairs". The exception to this is the "Human Relations Department" at Kent State which we found is similar in both perspective and function to the other offices. The significant role of these offices as coordinator and evaluator of special and/or minority services deserves special attention in presenting a complete picture of the programming and services at each university.

Before proceeding, it is necessary to note that the following summaries are not presented for the purpose of comparison or judgement of success, per se. Rather, the summaries are intended to highlight individual perspectives, programs, and achievements with the hope of giving insight into the general and specific situations which confront university communities. Therefore, it is necessary to consider each of these offices as it is tailored to suit the context of its respective institution, as well as the manner and insight with which it confronts related human concerns facing the university.

Bowling Green State University

This office was founded in the spring of 1974 in response to student demands, and was designed as a central agency for all minority and special service concerns at the University. This office is under the Vice Provost of Academic Services and "is responsible for the administration, planning, development, and evaluation of the University's minority and other service programs."* The office was established as the prime coordinator of the previously autonomous Student Development Program, and the director is given direct input into the high level administration. It was hoped that this would facilitate both horizontal and vertical communication for the University's minority and special services programs. The office also publishes a quarterly newsletter to provide a forum for information and discussion related to various minority concerns throughout the University community.

The following is a list of the programs directed by this office:*

1. Ethnic Studies Program
2. Student Development Program - Equcational Opportunity Programs
   - Personal Development Programs
3. Developmental Education Program
4. Upward Bound
5. Head Start Supplemental Training Program
6. Project Search
7. Writing Laboratory

*This information was taken directly from the Bowling Green State University "General Bulletin 1976 - 1978". In several attempts, we were unable to arrange further communication with the director, Dr. Charles Means, so that the only available sources were the bulletin and several newsletters.

University of Cincinnati

This is a full-time office which is comprised of the director, Mr. Eric Abercumbie, and one secretary, Mrs. Ella Mills. This office was instituted in 1973 as the result of student and staff pressure, and the willingness of the Student Affairs Division to respond to the needs of its minority student population.

This office operates under the sub-division of Specialized Student Services and is designed to provide continuity and support to the minority services' efforts at the University of Cincinnati. The major job responsibility of this office is program development. Programs such as Black Student Orientation, Black History Month, Black Arts Festival, etc., are coordinated, designed, and implemented by this office.

The major problem that this office reports is the lack of adequate funding and staff. In spite of these problems, it has, in the director's opinion, made substantial progress in meeting the needs of the minority student population.

Although counseling is not the main function of this office, Mr. Abercrumbie's office does provide this service. He also states that there is a great need for minority students, especially black students, to have role models, a point often made by the Affirmative Action officers to whom we spoke.

Kent State University

The Department of Human Relations was funded in 1968 to provide special services for minority, foreign, handicapped, and otherwise disadvantaged students. This was a major part of the administration's response to student demands for greater services and attention to the needs of those socially or academically disadvantaged, especially at a predominantly white institution. At the same time, this office was designed to provide the channels of communication and information for all students who need counseling, tutoring, or other special attention. The continuing objective of this office, as the people we talked to envision it, is to build human relations skills so that all members of the University community will be capable of developing to their fullest potential.

The services that are offered through this department are divided into two basic categories: Developmental Services, which includes Upward Bound, Learning Development, Developmental Assistance, and Handicapped Student Services; and Human Relations, which includes Volunteer and Community Services, the International Student Affairs Office, Campus Ministry, and other special projects. These special projects deal directly with interpersonal and intergroup relations through special help sessions and other programs to improve both understanding and communication skills.

Kent State also had an Office of Minority Affairs at one time, but this was disbanded into the Department of Pan-African Affairs and the Human Relations department. Staff persons we talked with think that a policy that focuses exclusively on minority problems stops short in its analysis, yet they continue to stress the need for special programs geared to the needs of minority students. The people in this office hold the general philosophy of teaching disadvantaged students how to make the present system work for them. They see it as basically necessary to work within the constraints of the present system, improving it wherever and whenever possible.

Miami University

This office was founded in 1969 as a direct result of student pressure. The Office of Minority Affairs is part of the Educational Opportunity Office, which serves as the major umbrella office for the Developmental Education Program, the Educational Opportunity Program, and the Office of Minority Affairs. At present, there are three staff members to administer four full-time programs, as well as to provide a center for communication and grievance appeals, special counseling and tutorial services, and some recruiting and career placement services.

Mr. Lawrence Young is the director of both the Office of Minority Affairs and the Educational Opportunity Office, both of which, he feels, could easily be full-time positions. In general, these offices are underfunded, understaffed, and underrecognized. As the director commented, the situation is not one to be judged in terms of better or worse conditions. Rather, one can only say that more staff and a larger budget would mean that more would be accomplished. The University funds these offices through the Student Affairs division, and the funds the offices receive are committed essentially to office administration.

As was reported in the "Report of the Committees to Review the Status of Women and Racial/Ethnic Minorities at Miami University" (February 1, 1977), there is a definite lack of university-wide commitment to a change in the minority situation. In accordance with this, the director has repeatedly commented that he feels his presence, "in many areas and with many people", is tolerated. The general atmosphere concerning the minority situation whether student, graduate student, faculty, or staff reveals a tendency to view the problem as an isolated one, rather than as one which the entire University community should confront.

Ohio State University

The Office of Minority Affairs at Ohio State was founded in 1970 as a direct result of student pressure. In response to this demand, the office is designed to coordinate and assist all programs that bear on minority problems at the University. Its sphere of influence and activity includes minority recruitment (2 minority recruiters), academic and personal counseling, tutoring and remedial services, financial assistance programs, research, career placement, and evaluation of the University curriculum and programming efforts.

This office administers three special admissions programs: the Pre-College Social Development Program, the Health Opportunity Program, and the Freshman Foundation Program. The Pre-College Social Development Program was funded for four years (1974 - 1978) by the National Institute of Mental Health. This is a summer program designed to acclimate minority students and economically disadvanted students to college life at Ohio State. Over the four year period, a total of 350 students will have enrolled in the program. The Health Opportunity Program is designed to increase the number of minority students in the medical and health professions. It is a summer program funded for three years (1975 - 1978) by the National Institute of Health, the Department of Health, Education, and Welfare. One hundred students will be enrolled in the program each summer. The Freshman Foundation Program is designed to recruit and retain minority and economically disadvantaged students in close coop-

eration with the Admissions and Financial Aid offices. Instituted in 1971 with University funds, some 2,500 students have been enrolled through the program (as of June, 1976). Personal and academic counseling and tutorial services are provided for these students through the Office of Developmental Education.

Actually, the Office of Minority Affairs at Ohio State serves as a massive center of communication, information, and other services which often include more than specifically minority problems. In many ways this office is the stronghold and core of the special services force at the University in terms of student services, especially in recognizing the special and individual needs of many students who were previously under-represented. Part of this role consists in the efforts of the office to build the awareness within and the cooperation between the various academic and administrative units necessary to sustain a responsible and responsive University community.

This office also recognizes the need and importance of community outreach programs, both as an extension of the University community and as a potential base for identification for somewhat alienated students. Mr. Bill Johnson, director, thinks that community outreach and the furthering of community ties will "help solve problems facing minorities at O.S.U.", especially in terms of the most difficult problem, which is the retention of minority enrollees.

Money and retention are still the most significant problems as the people in this office see the University situation, and of course, these two are closely connected. The office is somewhat underbudgeted and understaffed, and there is need for more remedial/developmental programs and the money to support them.

University of Toledo

The Office of Minority Affairs at this school was instituted in 1973 as a result of student pressure and positive administrative response. The office serves as an innovator and coordinator of various special programs and services designed to aid minority and other academically disadvantaged or alienated students. The director, Dr. Wil Grant, seems to be satisfied with the administrative and academic response to the programs developed by his office. This office also provides academic and personal counseling, as well as tutoring and some remedial education programs, in an attempt to accomodate the special and individual needs of every student. Even so, the predominant users of these facilities and the predominant focus of this office is on minority and other disadvantaged students.

Included in the services and programs administered by this office are the Black Studies Program, the Student Development Program, academic, personal, and career counseling and tutoring, and cultural/social programming done in conjunction with other student groups and organizations. The Student Development Program was funded $70,000.00 last year, and is perennially used by approximately 90% of all minority students enrolled at the University. This office also provides the facilities for minority graduate students.

Along the lines of the recruitment effort, this office conducts interviews with prospective students, travels to the homes of students, and brings prospective students and their parents to visit the campus. Dr. Grant and other members of the staff also do periodic television spots geared primarily to blacks and Mexican-Americans. In general, the publicity for these programs and the work of this office seems to have had a significant impact on the University community. Overall, Dr. Grant feels that his work through this office has been well supported by virtually all areas of the University, and he feels somewhat confidant for the future. Support for this sentiment may be apparent in the substantial budget of $310,000.00, which includes all of the programs and services mentioned above.

Summary

The most significant function of these six offices is their role as coordinator and evaluator of the efforts of each institution in meeting the needs of minority and otherwise disadvantaged students. Each of these offices adheres to the basic notion that there has been a broad range of student needs which have gone hitherto unrecognized in the University community. In responding to this, the offices recognize the necessity of reaching out to and focusing on the problems of groups such as blacks, Chicanos, and foreign students both individually and as groups to provide programs and services designed for them.

With this as a base, these offices play a significant role in developing cultural and academic programming, and other special services appropriate to these situations. All of this is believed to benefit not only specified groups, but also to build understanding and awareness throughout the university community. Effective coordination and critical evaluation is essential to the success of these efforts as they enhance the quality of the entire university.

In light of the above perspective, we have made the suggestion that an "Office of Minority Affairs", or some office similar in function and purpose, would be highly desirable for the administration of special services and programs at each state university. This suggestion met with considerable affirmation by many of the people we contacted both in minority affairs and special services. As Dr. Wil Grant, director of the Office of Minority Affairs at the University of Toledo, responded:

> "The office would serve as the coordinative office for all special programs for marginal and/or minority students. Coordinated proposals could be generated from such an office with a minimum of confusion between the various programs. In addition, such an office could possibly coordinate the typical special programs with campus programs for the handicapped, for example."

This notion closely parallels much of the interdivision cooperation that has been achieved at universities like Ohio State, Kent State, and the University of Toledo. Once again, we fully recognize the desirability and necessity of tailoring the office to the needs of the particular institution. This diversity, and the flexibility of such an office, is evidenced by the fact that the existing Offices of Minority Affairs fall under varied administrative categories such as Academic Services, Special Services, and Student Affairs.

Special Services

Introduction

For the purposes of this study, the term "special services" will cover tutorial and counseling services available to minority students at the state universities in Ohio. Also included under this topic are services provided by Student Development Offices, and the various Developmental Education programs. For the most part, the programs described below are either remedial or designed for student groups with special needs and concerns. These include minority students, veterans, handicapped persons, and returning students.

The individual sections that follow focus primarily on the specific types of programs and services available at each school, and on the history, staff, and apparent effect of the services on students who make use of them. Where possible, we have tried to include information such as the ratio of counselors and/or tutors to students who participate, and whether or not tutoring or remedial programs yield credit towards graduation. We have also listed the specific academic areas in which students may receive assistance, where information was available. Finally, certain schools provide services that are especially geared to minority students, particularly in the area of counseling. These programs are listed and described in the individual reports.

Information included in these descriptions was obtained from school catalogues, pamphlets, interviews, and in some cases, from special reports that schools have written in evaluating certain programs.

Akron University

The Department of Developmental Programs at Akron University has three agencies designed to offer students the following services:

1) Courses of a developmental nature are offered to review basic skills, including English, mathematics, reading, chemistry, and study skills. These courses are geared towards the unprepared student, the returning student, and the unmotivated. They are offered for credit, and are taught by regular University professors. Students are grouped according to ability into fifty course sections per quarter, with a student/faculty ratio of 15:1. The program has a minimal fee requirement.

2) A writing and reading lab is available at no cost to University students. Mr. Martin McKoski, Director of Developmental Education at Akron, claimed that students who use the lab 4-6 times

tend to demonstrate an increase in motivation in their classes. He also mentioned that if a student uses the lab 6 - 10 times it usually leads to a two grade improvement in classes.

3) Peer tutoring is offered at 100 and 200 level courses, and while there is no cost to students, the Department pays tutors $2.50/hr. Tutoring at the 300 and 400 level courses is available if the need is demonstrated. 40% of the tutorial users are black.

In addition to these programs, a skills workshop is offered previous to the fall term each year for freshmen only. The purpose of this workshop is to ease the first year student's introduction to college-level academic work. Students volunteer for the workshop, and there is usually a 400-500 student turnout each fall, of which approximately 40% is black. There is a 2/3 retention rate for the students who participate in this program.

The developmental program at Akron University (which includes all of the above programs) was established in 1973. Administrators directly affiliated with the program believe that it does help to attract minority students to Akron U. The number of students participating in the program has gradually increased, from 100-300 students in 1973 to 6000 during the 1976-77 school year. The program is publicized through counselors, advisors, professor recommendations, student referrals, and printed materials.

Bowling Green State University

The Student Development Program at Bowling Green State University is divided into two major divisions: 1)Educational Opportunity Programs, which consist of graduate and undergraduate recruitment programs, financial aid advising, and the Upward Bound and Bridge programs, and 2) Personal and Social Development Programs, which provide counseling, peer counseling, career development programs, and social and cultural activities. The Student Development Program works in conjunction with the Developmental Education Program to provide academic advising, tutoring, and courses designed to provide educational alternatives to the conventional type of classroom situations.

Counseling appears to be an excellent part of the Student Development Program. At the onset of the freshman year, incoming students are provided with counselors or peer counselors who will work with them throughout their education. At the same time, students also work with academic advisors. Approximately 900 students participate in the program annually, and around 95% of the disadvantaged and minority students on and off campus make use of the Program's services. Dr. Raymond Downs, Assistant Vice Provost for Student Development, believes that the primary difficulty with the Program is that many students do not take full advantage of all the facilities that are offered. This program was instituted during the 1968-69 school year as a result of staff pressure, and originally served 340 students. -48-

According to personnel in the Student Developmen Program office, the budget for both tutorial and counseling services is inadequate. Increased funding would enable them to offer services in the evenings and on weekends, for students who cannot make use of them during regular working hours.

The Student Development Program does appear to attract minority students to Bowling Green. We were also told by various University staff that the program is primarily responsible for the strong improvement in retention rates for minority students.

We were unable to obtain statistics regarding the numbers of students who participate in these programs.

Central State University

The Academic Foundations programs at Central State University consist primarily of English, math, and reading assistance. Competency is assessed through the grade students earn during their first two quarters of required English courses. Any student who does not earn a "c" or above is required to participate in the assistance programs. Other services offered through Academic Foundations include:

1) Academic advisors who help students with undeclared majors to plan 2 to 4 year programs
2) Diagnostic testing to determine the academic competence of students
3) Seminars in academic skill and accomplishments
4) Tutoring services
5) The Electronic Media Center, which provides programmed enrichment materials for individual and group instruction
6) Learning Center
7) Special Education Programs
8) The Human Relations Center, which offers guidance assistance and peer counselors

These services are available for the academically underprepared, and students may participate in the program for a maximum of two years. The student-faculty ratio is about 15:1. The University provides a minimal amount of funding, and since the program was established three years ago the Advanced Institute Development Program has sponsored a grant to fund the program. The general consensus among persons we talked is that funding has been adequate. In the 1977-78 school year the Academic Foundations and Learning Center budgets will be combined.

Although both convocation and the school newspaper alert students to the available programs, many people at Central State feel that the publicity is inadequate. Because Central State has historically been attended primarily by blacks, the program's ability to attract minority students is less important than its role in retaining them.

University of Cincinnati

Minority counseling at the University of Cincinnati is funded through the main counseling office, which is funded through the Student Affairs Office. The program provides academic, vocational, and personal-social counseling. In addition to this, a tutorial program is also maintained by the University. This tutorial support program is directed toward the needs of minority students, physically handicapped students, and veterans. Recently, at the suggestion of the counseling staff, professors in the English Department have begun to include more black authors on their reading lists.

The counseling staff for minority students consists of two full-time Ph.D.'s, one graduate intern, a varying number of undergraduate interns, and one secretary. Both the counseling and tutorial services are free to students, and a recent attrition survey taken at the University shows that users of the services have a lower attrition rate than do non-users. Administrators of the programs feel that an increase in budget and staff would enable more students to make use of these services. Also, various personnel mentioned that the programs are underpublicized; this situation appears to be improving.

Approximately 500-600 students participate in these programs annually.

Cleveland State University

Cleveland State University provides special tutorial programs for all students, but minority students(65% of the program's users are minority students), low income students, returning students, physically handicapped, and the academically underprepared make up the greater percentage of the 900 annual users of the program. Instituted in 1968 as a result of student pressure and staff interest, the program is funded by the Academic Division of Special Services, which also funds Black Studies and the Afro-American Cultural Center.

Special Studies originally had funds for 100 students, and while this number has been increased to include approximately 900 students presently, administrators feel that the program could reach

more students with an increase in funding. The goal of the program is that, by the end of the freshman year students are proficient enough in math, reading, and writing skills to enter other divisions of the University, although services are always available. Student tutors provide special assistance to students. Tutoring sessions, combined with study seminars and reading and writing labs, appear to be effective for those students who participate in these programs.

In addition to the above, there are special minority programs for first year law students (offered during the summer preceding the first year of law school). There are also federally funded programs for minority students in the sciences and other technical areas.

Counseling is available for all students, and the University sponsors community counselors, who travel to local communities to offer services. The counseling staff includes student aids and peer counselors.

These programs are publicized through general advertising, miscellaneous publications, staff talks, and high school counselors. Administrators do not feel that the programs tend to attract minority students to Cleveland State University, and suggest that other recruitment efforts play a more significant role in this area.

Kent State University

The Department of Pan-African Affairs at Kent State University provides extensive academic tutorial and counseling services. In addition to this, the Department offers financial advising, career development and counseling, job placement services, personal advising, and other special programs designed to meet minority needs and interests. The Department also participates in community educational services, which include adult education, health education, public information services, sickle-cell anemia testing, and other services. This Department appears to be particularly effective in providing important services for both minority students and the local minority population.

In addition, the University offers regular tutorial services at the freshman level in English, math, psychology, chemistry, biology, and history. Approximately 50% of the students who participate in these programs are minority group members. These prowere established in 1968, along with the Human Relations Department, in response to student demands. The University also sponsors the Upward Bound developmental program.

The Department of Pan-African Affairs appears to be effective in attracting students to the University, and plays an important

role in retaining students who have enrolled. We were unable to determine the exact numbers of students who use these services.

Miami University

Miami University's Developmental Education Program, established in 1969, offers tutorial services in both individual and small group (three students per tutor) sessions. Tutoring is available at no charge to students with an ACT composite score of 20 or below, students on academic probation and students on financial aid which is based on need. All other students must pay half the tutoring fee ($3.00/hr.), while the Developmental Education service pays the other half. A student is limited to a maximum of two hours a week of tutoring for each course, and students may be tutored for no more than two courses per semester.

The Developmental Education Program also offers skill development services, which focus on the improvement of basic learning skills such as reading, study skills, grammar and composition. These courses are offered in the form of 5-8 week workshops. Peer advisors (specially trained undergraduate upperclass students) are also available through Developmental Education. Special help in English language skills is available to foreign students.

The Program is funded through federal and University funds. It is publicized through freshman orientation, the school newspaper, and various pamphlets. Administrators of the program think that funding is inadequate, and comment that the program's ability to attract and retain minority students is uncertain.

Ohio State University

There are several special service programs available at Ohio State. The Freshman Foundation Program began in September, 1971, and is sponsored by the Office of Developmental Education, the Office of Financial Aid, and the Office of Minority Affairs. The Program's goals include: a)increasing the number of minority undergraduates admitted to the University, b)assist with financial aid, c)provide academic counseling, free tutorial assistance, and career counseling, and d)increasing the number of minority graduates from O.S.U. Since it was established the Program has enabled over 2500 minority students to attend the University. The Office of Minority Affairs also sponsors the Pre-College Social Development Program, designed to decrease attrition, increase grade point averages, further social skills, and to decrease personal conflicts (especially in the freshman year). This is a five week program in which students participate during the summer prior to their freshman year.

The Developmental Education Program at O.S.U. provides financial aid assistance, special tutoring assistance, and specially designed courses to bridge academic gaps for disadvantaged students. The program is geared to Appalachian whites, Mexican-Americans, Puerto Ricans, and American Indians. Tutors are recommended by faculty members, and English and math tutorials are especially emphasized. New programs are being developed in academic counseling, job placement, and community relations.

These programs appear to attract and retain minority students to the University.

*For more information see the Office of Minority Affairs, Ohio State University, p. 43

Ohio University

A Black Student Development Program in counseling was established at O.U. in 1975 in an effort to assist black freshmen with academic, social, and personal counseling problems. This is a service provided by the Black Resource Center at O.U., as is the tutorial program. Both programs are funded through Afro-American Studies, and operate without state or federal funding. There is no fee requirement to students who participate in these programs. The tutorial services focus on study skills and library research.

While the exact student-faculty ratio has not been established, both programs have been described by staff as offering close personal attentionto students. Most of the students who participate in the programs are minority students, but again, the exact number has not been determined.

Administrators of the programs feel that the budgets are inadequate, but they do feel that the program helps to attract and retain minority students to the University.

University of Toledo

At the University of Toledo tutorial services are funded through the Office of Minority Affairs and the Student Development Program. Eighty percent of the total number of students who make use of these programs are minority students. The pamphlet for Student Services states that "The staff is prepared to assist the disadvantaged, marginal student, and individuals from minority groups, who, because of their previous training, may find it difficult to do their best work." Students with a 3.0 or better grade point average provide

the tutoring, along with graduate assistants and faculty members. These students are paid minimum wages by the University. The program staff has determined that group tutoring is more successful for the student than individual assistance at this University.

Counseling services for minority students are also funded through the Office of Minority Affairs. Ninety percent of the users are minority students, and students who participate receive close personal attention from counselors.

Dr. Wil Grant, Director of the Office of Minority Affairs, told us that the Student Development Program serves the following breakdown of students: 75% black, 15% Mexican-American, 8% white, and 1-2% other minorities.

These programs were instituted in 1970 as a result of student pressure, decent administrative response, and subsequent state funding. Administrators of the programs feel that budgets are "never adequate," although publicity appears to be excellent (literature, referrals, local television advertisements, etc.). Program staff feel that these services play a major role in attracting minority students to the University. We were also told that there is data that indicates that the programs actually do retain enrolled students, but we were unable to obtain access to this information.

*For more information see the Office of Minority Affairs, University of Toledo, p. 44

Wright State University

At Wright State University the Special Services Office sponsors three-credit courses that focus on math, English, and study skills through the Developmental Education Program. These courses are available to students as electives. Tutoring is also available at no cost to students, and has apparently served to retain students at this University. Program staff feel that counseling and tutoring at the University have also helped to attract minority students to Wright State.

The majority of students who participate in the counseling and tutoring programs at Wright State are minority students (who make up 30% of the users), the academically underprepared, a small number of returning students, and incoming freshmen. The director of Special Studies feels that students do not use the programs as much as they should, although other administrators perceive attendance rates to be fairly high. It has been suggested that the Program's extensive publicity may be responsible for this.

Program staff generally feel that funding for these services is inadequate.

Youngstown State University

Youngstown State University's Developmental Program was instituted in 1968 with the establishment of a tutorial program funded by the Ohio Board of Regents and the University. The program provides assistance in math, English, and (to a lesser extent) the sciences. In addition to tutoring, the following developmental services are available: 1)peer counseling services, 2)a reading lab, 3)a writing lab, and 4)a special English composition project, which is a basic composition class with a small student-faculty ratio. These programs are designed to assist the physically handicapped, students with academic deficiencies (especially in English and math), minority students (primarily blacks and Latinos), students from rural backgrounds, veterans, and other returning students. Program staff feel that, while publicity for the programs could be strengthened, the greatest problem they face is finding an adequate number of tutors.

Comprehensive counseling services, including academic, vocational, and personal counseling are provided through the Counseling and Testing Center. Career counseling is provided through the Career Planning and Placement Office. There are no formal counseling programs for minority students other than the peer counseling offered by the Student Development Office. However, staff members in the Black Studies Department at Youngstown State provide counseling for minority students on an informal basis.

Summary

Minority students often face particular adjustment problems when they enter universities that are primarily attended by white students. Often minority students find that at school they are a part of a minority for the first time - and this is particularly true of students who have previously lived and attended school in the inner cities. Once on campus, they find that most academic, social, and cultural programs are geared to the majority. These programs frequently do not meet the concerns of minority students. To compound these problems, because of various differences in academic and personal background, some minority students have trouble making academic adjustments.

We have found that some schools offer extensive counseling and tutorial programs, and some have programs that attend specifically to the needs of minority students. With regard to counseling, Bowling Green State University offers an exemplary program. The counseling staff of this university's Student Development Program consists of thirty persons, nearly all of whom are minority group

members. Mr. Raymond Downs, Director of the Program, stated that this definitely adds to the program's attractiveness to minority students, and therefore helps the office to meet student needs more effectively. Cleveland State University's counseling program includes community counseling, and while this may not directly affect students attending the University, it is one interesting and effective way to meet the responsibilities of an institution of higher learning. Kent State University's Department of Pan-African Affairs successfully coordinates assistance for many of the needs of minority students, including academic tutoring, and counseling in many areas. The University of Cincinnati has a minority counseling office, and a recent attrition study there showed that minority counseling recipients have a lower attrition rate than non-recipients. The University of Toledo's Office of Minority Affairs offers an extensive minority counseling program, and should be noted for maintaining excellent publicity for all of its programs.

Tutorial programs state-wide differ also. There are some schools that should be noted for particular aspects of their tutorial services. Central State University has a complex program, including an Electronic Media Center, providing enrichment for a variety of courses. Cleveland State University is noteworthy for its programs for pre-law, science, and other technically-oriented minority students. Ohio University's tutorial services focus on study skills and library research, and are funded through Afro-American studies. This helps to increase publicity and the percentage of minority students who make use of the services. The services offered through the developmental programs at both Akron and Bowling Green are also notable. Finally, the programs offered through the Office of Minority Affairs at Ohio State cover an exceptionally wide range of support services for many aspects of minority student concerns. The Pre-College Social Development Program and the Freshman Foundation Program are especially noteworthy.

It is important to note that every school provides tutorial and counseling assistance in some way, and it is difficult to assess the quality and effectiveness of these programs. The schools which are mentioned in this summary have been singled out either because they appear to be particularly successful at meeting the needs of minority students, or because unique aspects of certain programs were noteworthy.

Introduction

We are using the term "Minority Cultural Programming" to cover all of the following social and cultural activities: social organizations like fraternaties and sororities, social and service clubs, dormitory functions and programs, special events such as concerts, speakers, workshops, etc., and all other social and academic activities outside the classroom. Necessarily, there is some overlap between this section and the Black/Ethnic Studies, Black/Ethnic Cultural Centers, and Special Service sections of this report. We refer the reader to these sections for further information. The following are brief summaries of the minority cultural programming available at each of the twelve state universities. Information was obtained from interviews with university personnel, catalogs, and miscellaneous pamphlets and publications.

This section is completed with a look at minority programming in the state and an analysis, based on available information, of its shortcomings and strengths. The best index of programming at any university is probably student opinion. Unfortunately, time did not permit an in-depth survey of minority students with regard to programming. In assessing the adequacy of minority programming, the following assumptions were made:

a) Universities close to urban areas have less of an obligation to provide minority cultural programming.

b) Designated minority cultural programming offices or program boards with budget support are the best able to handle minority programming.

c) Student social organizations have the least full-time committed personnel and/or funding to provide adequate programming.

d) Programming does not take a high priority when handled by offices designated for another major function, unless certain staff members are given programming as a single responsibility.

e) Variety contributes to the adequacy of programming.

f) The number of students taking advantage of programs is proportional to the number of programs offered.

g) Monetary support is extremely important.

h) The receptivity of the regular program board to minorities relieves other minority offices and organizations from full responsibility for providing adequate programming.

The University of Akron

Programming at the University of Akron is run like a business. According to Mr. Don Sabatino, Program Director at Akron, the student center is an auxiliary service. It is not subsidized like student centers are at other universities. Therefore, programming is operated as a strict business venture, the University making a $4,000.00 profit on 191 programs from a $10,000.00 investment. Along with an unrestricted $10,000.00 budget, student center programming has a restricted budget of $21,000.00 for major events. The center employs three student assistants, an assistant director, and a director.

Student center programming is an all-campus programming agency. According to Mr. Sabitino, the staff tries to involve interest groups, at the interest group's initiative, by co-sponsoring events and providing grant money to be distributed on the basis of the quality of the group's program proposal. Mr. Sabatino thinks that programming at Akron University provides a more challenging level of participation than does a larger and less professional program board. He believes that there is a high level of acceptance of the student center programming activities among the student body.

Concerning minority programming at Akron University, Mr. Sabatino admits that there is poor attendance by black students at student center events. He believes that Black United Students should pick up the slack in minority programming, claiming that B.U.S. is well funded. Mr. Sabatino believes that student center programming has been open and receptive, and that they would be more concerned about minority programming if B.U.S. did not have a budget. According to B.U.S. representatives, programming at Akron is 95% oriented towards white students, and B.U.S. does not have the resources to provide adequate programming for black students. B.U.S. was budgeted $7,650.00 in 1976-77.

Another source of minority programming at the University of Akron is the Black Cultural Center. Its major objective is to unite minority performing artists and entertainers, to present programs geared to the experiences and interests of minority students. There is no student activity fee at this university.

Bowling Green State University

The two organizations which specifically handle minority cultural programming at B.G.S.U. are the Board of Black Cultural Activities and the Third World Theater and Cultural Affairs. The first of these is a registered student organization that is funded by general fees. There is also a major minority student publication titled "The Obsidian".

In addition, the University has 10 student social organizations that are comprised primarily of minority students, and eight minority Greek organizations which provide socially-oriented activities. The Student Activities Office designates approximately one-third of its funds to minority programming, and overall commitment to programming efforts for minority students was rated better than average by student life personnel. Since the 1973-74 school year, cooperation between minority organizations and existing University programs has increased. The degree of involvement in local community programs has also increased since that time.

Central State University

Because this University is primarily attended by blacks, programming at Central State is generally geared toward minority students. Programs are sponsored by committees under the director of the student union, department heads, hall governments, and student government, as well as interested organizations on campus. Budget allocations are made for both artists/lectures, and public events.

The University of Cincinnati

Minority programming at the University of Cincinnati is partially provided by the Office of Specialized Services. Funding for the Office is additionally allocated to student community, handicapped, women's, and veterans' programs. The Office works closely with other departments to co-sponsor programs. Programs through this office are not entirely culturally oriented. The focus is more on orientations, workshops, and consciousness raising. Most minority cultural programming is provided by the Office of Minority Affairs, Activities and Programming. The Minority Affairs director thinks that programming through this office is underbudgeted and underpublicized in relation to other university programs. He further noted, however, that publicity has been getting better.

The University of Cincinnati has eight student organizations and seven Greek organizations comprised primarily of minority members. These organizations also provide some social programming.

Cleveland State University

We were able to obtain little information on minority cultural programming at Cleveland State University. C.S.U. does have a

Black Cultural Center which sponsors concerts and plays, but it seems to function on a very small scale. The predominant minority organization on campus is the Society for Afro-American Unity. Every black student is automatically a member, but only a small core are active. There is minority representation on student government and a minority publication which receives approximately one-third the funds that the all-campus student newspaper receives.

Kent State University

The Department of Pan-African Affairs and the Center of Pan-African Culture provide much of the minority cultural programming at K.S.U. Programming is divided into several categories, including a colloquia series, creative and performing arts, and student/community sponsored programs. Activities include exhibits, concerts, plays, dance performances, festivals, films, lectures, and poetry readings.

The major student organization providing cultural programming is Black United Students. This organization is funded by the Student Caucus, which currently contains no minority representation, and budget allocation for B.U.S. over the past few years shows a continuous decline.

Fifteen student organizations on campus, including fraternaties and sororities, provide social programming for minority students.

*For more information see Black/Ethnic Studies, and Special Services, Kent State University, pp.69 and 51

Miami University

There is one organization at Miami that provides minority programming. This is the Black Student Action Association, which is a registered student organization funded through Associated Student Government. All-campus programming at Miami University is provided by several sources: Campus Activities Council, Lecture Series, and Program Board. There are four minority Greek organizations which provide social programming for a portion of Miami's black student population.

In a study done on the attitudes of minority students at Miami, the most commonly voiced item on the list of Miami's weakest points was the lack of social or cultural activities appealing to blacks. Correspondingly, 32% of minority students felt the most needed improvement was in the area of social and cultural programming. (From "Attitudes of Black Students at Miami University about Miami University", compiled by Mr. Lawrence W. Young.)

Miami's Black Student Action Association received the following funds during the past few years: $7,287.00 in 1975-76, and $7,300.00 in 1976-77. B.S.A.A. is represented in student government.

Ohio State University

The Office of Black Student Programs at Ohio State offers developmental and cultural programming for black students. Under the directorship of Ms. Georgianna Bowman, this office employs one full-time Coordinator, one full-time Assistant Coordinator, one half-time Student Personnel Assistant, and a full-time secretary. Minority student programming for 1977-78 is budgeted $20,000. This amount has increased yearly since the 1974-75 school year. This office was created in 1972 as a result of student pressure.

Dr. Bowman feels that the office is well received and supported by students and the general University community. Some support is given by other minority organizations in terms of money, labor power, etc. According to Dr. Bowman, the largest problem still lies with the acquisition of proper funding for staff and quality programs. Funding for this office comes from the Office of Student Services.

Some examples of the programs offered by the Office of Black Student Programs are the United Black World Week, Welcome Week, Community Outreach Day, and the Black Student Recognition Ball. Programs range from concerts to discussions and workshops. The Department of Black Studies also sponsors an extensive lecture series, as well as radio and TV programs.*

Black students have their own student government and student publication at this university. There are 29 registered black student organizations on campus, including a number of black Greek organizations.

*For more information see Black/Ethnic Studies and Office of Minority Affairs, pp.70 and 43

Ohio University

Minority cultural programming at Ohio University is provided primarily by the Black Student Cultural Programming Board and the Black Resource Center. The B.S.C.P.B. is a University-funded student organization, and is the second largest University-funded organization on campus. The Black Resource Center is funded through Afro-American Studies as an academic department, and although the Center does provide cultural programming, its major emphasis is on counseling and advising.

Another source of programming for minority students is the Black Student Union. In addition, there are 16 student organizations including fraternaties and sororities, which provide social programming for minority students at the University. According to the director of the Student Life Office, since 1974 minority student organizations have become better organized and better funded. Minority students have representation on the funding committee, and comprise approximately 10% of the student senate. Commitment to minority cultural programming was rated high by several student life administrators.

University of Toledo

Two student organizations provide a majority of the minority cultural programming at the University of Toledo. They are the Black Student Union and M.E.C.H.A., an organization comprised primarily of Hispanic students. According to the director of Student Activities at the University of Toledo, these organizations do not have enough student participation to provide adequate programming. There are two additional minority student organizations, plus five black Greek organizations. No minority publication is issued at this University.

During the 1977-78 school year the Black Student Union was funded $7,000.00, and M.E.C.H.A. was funded $3,200.00. These monies came from general fees.

*For more information see Office of Minority Affairs, University of Toledo, p. 44

Wright State University

The Bolinga Black Cultural Center provides minority cultural programming at W.S.U. The Center has a lecture series, and sponsors black entertainers and artists. The Center does not, however, focus on cultural programming, but rather on the promotion of academic achievement. There are three black student organizations on campus, but there is little participation on Greek organizations. There is no minority student publication and no minority representation on student government at this University.

Youngstown State University

Some cultural programming at Youngstown State is provided by the Black Studies Institute, which sponsors films, lectures, and

programs such as Black History Week. In addition, there are twelve registered minority student organizations, including fraternaties and sororities. According to a student activities staff person with whom we spoke, all-campus programming has little minority participation, which intensifies the dependency of minority students on these other sources of programming.

Summary

Every state university accounts for minority cultural programming in one way or another, although the offices that handle minority programming vary from school to school. There are two universities that stand out in demonstrating a commitment to adequate programming for minority students. One is Ohio University, the other is Ohio State University.

At Ohio University, minority programming is provided in the same manner as all-campus programming, via a student-run program board funded through student government as a registered student organization. A distinction must be drawn between this type of student organization, which exists solely to provide cultural programming with an all-campus minority clientele in mind, from a smaller, club-oriented social organization which programs primarily for its members. The Black Student Cultural Programming Board at Ohio University is the second largest funded student organization on campus. This Board could be considered as somewhat over-funded, in that it received more than two-thirds of what the all-campus program board received in 1976, while programming specifically for approximately 9% of the student body. The real issue is that minority programming has received monetary support at Ohio University. A further commitment to minority programming is made through the Black Resource Center, which claims to provide 80% of all minority programming. Although programming in this sense extends beyond purely extra-curricular events, the programming done by the Black Resource Center, cultural and otherwise, contributes to the variety of programs and enhances student involvement.

Ohio State's commitment to minority cultural programming is exceptional in that programming is provided through an office specifically set up for that purpose. The Office of Black Student Programs has both full-time personnel and monetary support, and is able to provide programs geared to minorities. Also impressive is the Office's apparent visibility and subsequent rapport with student organizations and the minority community at large. In addition, the sheer number of minority offices, programs, and organizations throughout the campus enhances both variety and student involvement with regard to cultural programming at Ohio State University.

Other universities deserve note. Akron University, although it has an efficient and profitable programming office, virtually ignores its minority population. This profit incentive does not seem to include events which might interest minorities. When "minority" programming is done, it is in the form of big-name events which are chosen because of the large audiences, minority and otherwise, the event will draw. Concerts that might draw a significant portion of the minority population, but not large numbers of whites as well, are infrequent.

Although Wright State has a large commuter population and is close to a large urban area, commitment to minorities in the area of programming is minimal. Monetary commitment to the Bolinga Cultural Center is relatively low, and when divided between resources and developmental programs is lower still.

All-campus programming at Miami University is not receptive to minority needs and interests. Minority students must depend solely on black student organizations to provide cultural programming. The need for adequate programming is also intensified by the relative isolation of the campus.

Introduction

This section summarizes the Black/Ethnic Studies programs that exist throughout the state. For the most part, these programs were implemented during the late sixties, in response to student demands for courses that do not ignore the experiences and contributions of black persons in America and throughout the world. Many of the programs include cultural programming along with regular academic courses, and provide extensive counseling and other social services to the black student and others involved in this area of study.

The individual reports that follow generally include this information (where available): a) the type of degree or credit available, b) the history of the program, c) information on the numbers and type of students enrolled in the courses or programs, d) the scope of the program, e) information on staff, f) budget figures, and finally, comments and responses from various personnel on each campus regarding the nature and goals of their respective programs. Information was obtained from both personal interviews with persons who run these programs, and from catalogues, pamphlets, and miscellaneous literature pertaining to Black/Ethnic Studies at each university.

University of Akron

Afro-American Studies at the University of Akron is an interdepartmental program that enables students to earn certification, but no degree. The program "has been created generally to broaden the University's curricula in order to meet the needs of a changing society. The goal of the program is to evolve a solid series of academic offerings that will give students exposure to black culture not only in the United States context, but from non-United States traditions in South America, the West Indies, and Africa." (University of Akron Bulletin, 1976/77, p.189)

The program was established in 1971 as a result of faculty pressure and demonstrations by the Black United Students. The program is directed by a faculty member who also holds an appointment in a regular department (presently Economics). Approximately 150 students enroll in the courses each quarter.

Bowling Green State University

The Ethnic Studies Program is an interdisciplinary academic program that offers a major or minor in Afro-American Studies through the College of Arts and Sciences. Courses focusing on Spanish-Americans, Polish-Americans, and Asian Americans are also offered, but no major or minor is offered in any of these fields at this time. This program is designed to analyze and document the diversity of the American cultural experience. The focus is on the study and research of various ethnic groups, and the program's coordinators are committed to the development of additional courses and programs pertaining to all American minority groups. Under this program, Afro-American Studies is designed to provide a comprehensive study of blacks, with particular emphasis on the life and experience of the black American people and their relationships with blacks throughout the world.

The Ethnic Studies Program was instituted in 1970 as the result of student protests. A major was first offered in 1972. Originally a faculty person had to hold an appointment in a regular department. This is no longer a requirement, although there are currently a number of faculty with dual appointments under Ethnic Studies and another department. The staff includes a director, two full-time faculty, four part-time faculty, three teaching fellows, six graduate assistants, two full-time secretaries, and six student office assistants.

The Ethnic Studies Program is a division of the Office of Minority Affairs. All courses are offered through a regular department (e.g. history, etc.), and approximately 150 - 250 students enroll in the courses each quarter. There are about 25 regular student majors.

Central State University

Through the Black Studies program at Central State, a student may earn a certificate in African and Afro-American Studies, although no degree is offered. We discussed the rationale for this arrangement with several persons on campus. The general consensus is that since Central State is a predominately black university, most of the curriculum already includes black culture, history, etc. The opinion of many persons within the program is that a Black Studies program implies that black political scientists, black historians, etc., are in some way different from white members of the same profession. The interdepartmental program is sponsored by the Political Science Department, with no special staff or budget.

The program was instituted in 1969 as a result of student pressure. The program has changed little since it was begun, although course requirements have changed as departments have offered different courses.

Presently, there are no students seeking certification in African and Afro-American Studies. It was estimated that about six students have sought certification since 1971, although several hundred students enroll in specified courses each quarter.

The program is not publicized extensively, and persons we talked to did not think that the program attracted or retained minority students. Of course, the fact that Central State has been historically attended primarily by blacks probably overrides all other factors involved in minority enrollment and retention.

The University of Cincinnati

The Department of Afro-American Studies, in the College of Arts and Sciences, is an interdisciplinary program in which students may earn a baccalaureate degree. At the present time a graduate program is also being proposed and developed by the Department. Students must concentrate in either History, Literature (Humanities), or Sociology/Anthropology. Courses are offered on the black experience in America, Africa, and the Caribbean, and there are over forty courses offered each year.

The program was established in 1970 and has expanded steadily since that time. The staff is presently composed of seven full-time and nine part-time faculty members, as well as two secretaries and a graduate assistant. Members of the Department stress the importance of understanding the "interplay of forces which structure the existence of blacks . . . we are dedicated to the kinds of research to the kinds of research exploration which will be beneficial to each of you (the students) and the community in which you live. We feel that the task of bringing about needed changes in this society rests with those who are intellectually prepared. It is important that we realize that as black students and black people in general we cannot 'rap' our way through the post-technological age which is upon us. The rhetoric of the 1970's must be made to service our struggle for academic excellence in the 1980's and in the 1990's." (Mel Posey and Gil Young, Information Booklet: Department of Afro-American Studies 1977-78, p.2)

Members of the Department believe that a degree in Afro-American Studies has market-value, and suggest that graduates can attain jobs in research, teaching, private and public agencies, and business; as well as choosing to go to graduate school.

All students majoring in Afro-American Studies may join the Association of Afro-American Studies Majors. The major goal of this organization includes: increasing enrollment, supporting the Department in expansion and communication with blacks on campus and in the community, offering guidance to students, communicating with

other Black Studies departments, setting up a scholarship fund for majors, and establishing discussion or study sessions to promote reinforcement, motivation, and political awareness.

The Department also sponsors a number of other projects and programs, including an Afro-American Colloquium/Seminar Series, Studia Africana - an international study journal, and the Study Abroad program. In addition, the Council of Afro-American Studies Fellows does support work for the Department, and the Africana Research Institute is presently being developed.

We were unable to obtain statistics regarding the number of students who enroll in the programs or courses, although the Department's Information Booklet states that enrollment has continued to increase.

Cleveland State University

Black Studies is an interdepartmental program in which students may earn a certificate, but no degree. "The Black Studies Program is designed to provide all students and faculty with an opportunity to develop a deeper appreciation and understanding of the contributions and experiences of blacks from ancient civilizations of Africa to the present. It seeks to assist all students in acquiring the information and attitudes necessary for living and working effectively in a multi-racial society." (Cleveland State University Bulletin, August, 1976, p.15)

The program was instituted in 1968 as a result of student pressure. The staff size was originally three full-time persons, and is currently composed of the director and a secretary. It is administered by both the Arts and Sciences Department and the Division of Special Studies. Faculty are assigned to individual departments; that is, there is no faculty member that is strictly a Black Studies instructor.

Approximately 3500 students (40% black) enroll in the Black Studies courses each semester. The large enrollment is due primarily to the fact that Black Studies courses make up about 50% of Group IV requirements (selected courses in contemporary problems). Although the director does not feel that Black Studies attracts minority students to the University, he does note that it helps to retain them. He also thinks that the program is underpublicized.

The Afro-American Cultural Center is administratively and budgetarily combined with Black Studies. The original budget was $10,000.00, while the 1976/77 budget was $93,425.00. The director thinks that the program is both understaffed and underbudgeted.

Kent State University

Originally, the Institute of African-American Affairs, then an independent division, the Department of Pan-African Affairs became a department in Arts and Sciences in May of 1977. A student may earn a major or minor in Pan-African Studies. "Specifically, the B.A. degree . . . integrates aspects of humanities, social sciences, and research and community development." The Program is both interdisciplinary and unidisciplinary. That is, "each discipline represents a particular aspect of the fundamental theme: African Affairs." (Crosby, Six Year Report, p.9)

The basic objectives of the program are: a) to provide an educational environment conducive to the intellectual, moral and cultural development of black students in particular, and the University community in general; b) to encourage and support students' academic achievement, career development, self-reliance, determination and self-actualization; and c) to expand and maintain black enrollment at Kent State. (Kent State University Bulletin, 1976-77, p.44)

Additional programs offered through this department include the Community Education and Health Program, Communications Skills Workshop (an interdisciplinary approach and alternative to freshman English), educational enrichment and Career Development Service program, Community Development Work and Learn, counseling and supportive services, and Pan-African Cultural Programs. (The Department has administrative control of the Center for Pan-African Culture.) The Department also aids in recruitment efforts. Additional support systems within the Department of Pan-African Affairs include social programming, financial aid, and academic advising, tutoring assistance, and other reinforcing services.

400 to 500 students enroll in the courses each quarter. The original budget was $60,000.00, and the 1976-77 budget was $175,000.00. There are currently five full-time faculty members in the Department.

Miami University

Black World Studies is an interdepartmental baccalaureate program in the College of Arts and Science, which was instituted at Miami in 1969 in response to student demands. At that time a search committee was formed to hire a director for the program, but a suitable person for the job was not found. One person was hired for one year, but he did not retain his position. As a result, a member of the search committee became the director of Black World Studies. The program was originally given this name

because it was supposed to include courses on topics dealing with blacks other than those living in Africa and the United States. However, a person capable of teaching courses of this nature has never been hired, so that course topics have remained limited.

Since the director of the program also has full-time teaching and research responsibilities, her duties as director are limited essentially to filling out the required forms and reports. She does not feel that Miami requires a seperate department of Black Studies, and commented that she considers a degree in Black Studies to be one with no market value for students. She did not make any claim as to whether or not the program attracted or retained black students, but did mention that in her opinion the program is worthwhile as a means of exposing white students to perspectives of black experiences with which they have previously had little or no contact. The courses that are offered appear to be popular and well attended. As of August, 1977, there is only one person pursuing a degree in Black World Studies at Miami.

Ohio State University

The Department of Black Studies at O.S.U. offers both a baccalaureate and masters program, and a recent rules change now permits students to earn minors. The curriculum is interdisciplinary, and the courses offered are designed to increase the students' understanding of black history, art, politics, sociology, economics, and urban problems, as well as black philosophy, music, and literature. The Department emphasizes the urgency of developing closer working relations between the University and black communities, so that social problems might be identified and remedied. Students participate in key policy-making committees in this Department. "The purposes of the Department are to establish a branch of the University curriculum which speaks directly to the needs, aspirations, and history of blacks in America and to establish programs which focus upon the lives and problems of urban and rural black Americans and actually involve the participation of these people. The Department also emphasizes the strengthening of ties between black Americans and African peoples throughout the world." (Department of Black Studies Curriculum Guide, p. 3)

In addition to the academic curriculum, the Department participates in other activities. The Black Studies Library provides resources in support of the curriculum. A lecture series is sponsored, and the Black Studies Community Extension Center offers a variety of social, cultural, and academic services for the local community. These services include the College Educational Opportunity Program, which offers community residents a chance to learn without being enrolled in the University. Radio and television broadcasts are made throughout central Ohio. The Department also advises students on financial aid matters.

In 1968, students demanded a Black Studies program. Black Studies was originally established as a division in 1969. In 1972 it became a department in the College of Humanities of the School of Arts and Sciences. The program was initially funded with $160,000, and the present budget, which has been frozen since 1974, is $525,000. The Department has been seeking a Black Cultural Center, but political and bureaucratic problems have prevented its realization.

Ohio State has one of the largest Black Studies programs in the country. The staff includes 23 faculty members, the Director of the Black Studies Library, an administrative coordinator for Information and Services, and five secretaries. The Department offers 63 undergraduate courses and 26 graduate courses. The chairperson of the Department thinks that the program is both understaffed and underbudgeted. He says that the program definitely attracts and retains black students, but more study and greater effort should be put into problems of retention.

Ohio University

The Afro-American Studies Program at Ohio University is a four year program through which students can obtain an interdisciplinary baccalaureate degree. Students may focus on the social sciences, humanities, and literature, or on education and psychology. The entire program is divided into two components: The Black Studies Institute and the Black Resource Center.

The program was instituted in 1969 in response to student demands. From 340 to 450 students enroll in courses each quarter, and there are about 35 regular majors in the program. The staff consists of five full-time faculty members and about twelve part-time staff members, including some student assistants. The budget is roughly $254,000 per year.

When asked if the program has had a significant effect on minority enrollment, the director responded that while the tradition of a large black student population at Ohio University predates the program, the program has probably had some accelerating impact on enrollment. He also noted that programs of this type are in strong need of supportive services (tutoring, counseling, social and cultural programming, etc.). The staff of the Institute is currently working with the Provost on the implementation of support systems to aid and retain minority students at the University.

University of Toledo

Black Studies at this university is an interdepartmental baccalaureate program within the University College. Students may also

earn a teaching certificate in Black Studies. The program was instituted in 1971 as a result of student and faculty pressure, with an original staff size of one. At the present time a central office, with a staff of two persons, supervises the program and provides academic counseling. Approximately 200 students enroll in Black Studies courses each quarter, and there are presently two Black Studies majors.

The director of the program does not feel that Black Studies tends to attract black students to the University, but he does feel that it helps to retain them. He added that the program is well publicized, and stressed the importance of the interdisciplinary aspect of the program in the following manner: "The fact that the program is interdisciplinary means that the expertise of many faculty persons can be brought to bear on such matters as a) continual curriculum development, b) specialized academic advising for students, c) appropriate ways to publicize courses to students, and d) constructive criticism of our program versus other programs across the country."

Youngstown State University

The Black Studies Program at this university is an interdepartmental baccalaureate program in the College of Arts and Sciences. Students may also earn a minor in Black Studies. "The purpose of this interdisciplinary major is to facilitate the academic investigation and analysis of the historical, social, and aesthetic impact of the people of African descent on American society and the world. It also provides for the systematic study of the problems confronting the modern multi-ethnic world." Black Studies provides various services. In addition to academic programming, cultural events are also sponsored through this program. Counseling is provided, including academic advising for students seeking a major or minor, and information and guidance is available regarding financial aid. The program personnel are active in the recruitment of minority students, and provide assistance to minority organizations on campus.

The Black Studies Program was established in 1970, in response to the suggestion of an ad hoc committee whcih had been assigned to study the University curriculum and propose a program of study in this area. A baccalaureate program was provided in 1972. The structure of the program has changed minimally since that time, but the number of courses, and consequently, the number of students enrolled has increased over the years. Approximately 300 students enroll in the courses each quarter and there are about ten majors.

The administrative staff presently consists of a director, a counselor, a secretary, and a student assistant. Twelve faculty members are involved in the program, but they are assigned to seperate departments throughout the University.

Summary

The vast majority of people that we talked to in the area of Black Studies stressed the important role of Black Studies programs in the academic and personal lives of minority students. These programs not only serve as an attractive feature when a student is considering the merits of attending a certain university, but also they serve as a particularly effective force in retaining students once they have enrolled. In regards to this, we found that programs which were not solely academic in nature (i.e. programs which were involved in either cultural or social programming, such as Kent State and Ohio State) appeared to have the most extensive effect on the minority students. Several program directors commented on the need for Black Studies programs to provide academic, social, and cultural avenues for the minority students. To further reinforce the accura- of these notions, we found a relatively strong correlation between the strength of Black Studies programs and the level of minority student enrollment. (See statistical analysis p.86).

Three of the twelve state universities stand out as having exceptionally strong academic programs in the area of Black Studies. The University of Cincinnati's Department of Afro-American Studies has seven full-time faculty members, and offers a broad range of courses and counseling services. The Department of Pan-African Affairs at Kent State University is exceptional in both the scope of its academic offerings and the extensive support services provided within the Department. It appears to be an excellent example of well co-ordinated academic and social/cultural programming. Finally, Ohio State University's Department of Black Studies, with 23 faculty members, and programs which offer both baccalaureate and masters degrees, must be singled out as the most extensive program in the state. The budget for this department, at $525,000, is also the largest of its kind in the state.

Schools that also appear to have strong programs include Ohio University, Bowling Green, Youngstown State University, and the University of Toledo. Schools whose programs appear to be fairly weak include the University of Akron and Miami University. Wright State is the only state university which makes no specific provisions for Black Studies academic programming.

As noted in the introduction to this section, most of the Black Studies programs were set up in the late sixties in response to student activism. With the subsequent decline in student activism in the last few years, some of these programs have lost their initial momentum. No longer receiving as much pressure from students, administrators have not always given the continuing support the programs need. Financial crises at some universities have contributed to a loss of monetary support. This trend is not unique to Ohio. "Wholesale cutbacks in operating budgets and student financial aid, coupled with intellectual ambush by academic critics, have crippled or

destroyed dozens of black studies departments and programs across the country. In 1971, some 500 schools provided full-scale black studies programs; today (1974), that figure has dropped to 200." (Robert L. Allen, "Politics of the Attack on Black Studies", The Black Scholar, September, 1974, p. 2). Although some of the programs discussed in this section have had problems of underbudgeting, none of the programs has been totally disbanded. It is also important to note that many of the Black Studies programs are relatively new programs in a recently developed discipline. Therefore, it is particularly important that these programs do not suffer budgetary cutbacks which could prohibit them from developing during their period of growth.

The legitimacy of Black Studies programs has often been questioned on both academic and political grounds. In a time of waning public attention to the case against racism, it is particularly important to note the significant role Black Studies plays in higher education. As one noted author presents this:

> ....Thoughtfully and honestly conceived, and effectively administered Black Studies are...a threat. They are a threat to blatant ignorance of well-meaning people who are supposed to know the truth about the entire history and culture of their country and its people. They are a threat to prejudice and bigotry nourished by fear of the half-truths and unadulterated lies that miseducation has produced. They are a threat to apathy and inertia in vital matters that require action now. They are a threat to false and distorted scholarship that has flourished without condemnation or shame in the most prestigious bastions of higher education in this nation. [1]

In view of the progressive role of institutions of higher education, it is essential that administrators be urged to continue their support of existing Black Studies programs at their universities. Even in a time of financial cutbacks in higher education, special attention should be payed to the effect budget cutbacks and freezes may have on newly created programs such as Black Studies. The Black Studies programs in the Ohio state universities do not appear to have suffered as severely as some programs in the nation. However, administrators should take an honest look at their commitment to the Black Studies programs they have helped to establish.

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1. Nick Aaron Ford, Black Studies (Port Washington, New York: Kennicut Press, 1973), pp. 188-189.

Black/Ethnic Cultural Centers

Introduction

Of Ohio's twelve state universities, seven have centers designed to promote cultural awareness to the university community. While most of the information contained in the following summaries was drawn from bulletins, reports, and interviews, information for Miami and Bowling Green was taken primarily from proposals of the centers that will be open in the fall of 1977.

It is important to note that the needs of the minority communities differ between universities. For this reason, the following summaries are not intended to be strictly compared service for service.

The University of Akron

The Black Cultural Center at the University of Akron develops and coordinates programs that are relevant to the black cultural experience. Programs are designed to give the college community members an ongoing exposure to the accomplishments of blacks in the areas of history, religion, drama, music, literature, politics and government, and the cultural heritage of blacks in general. The Center's administrative staff is responsible for coordinating the activities of all black student organizations on campus, although each group maintains its autonomy. Through programs sponsored by the Center students can develop skills in music, drama, art, and literary techniques. The Center also serves as a link between the University and the local black community. Evening activities include workshops, with participants from the public schools and the local adult community.

The Black Cultural Center was established in 1973 in response to student demands, and was originally part of the academic Afro-American Studies program. The establishment of the Center created some problems at the University. Some academic department members perceived the Black Cultural Center as "just another black program" - without academic validity, and generated to appease black students. The Director of the Center is unmistakably strong in his conviction concerning the significance of and need for a Center that will give black students the opportunity to develop positive self images, learn about their historically significant and culturally rich background, and to develop skills which will enhance their academic potential. According to the Director, the Center maintains a low priority status because of its non-academic emphasis. Director John Wilson told us: "While I tend to agree that colleges and universities provide optimum opportunity for all students to excel

academically, I do in fact question the validity of the objective when it does not consider one's cultural background and lifestyle as part and parcel of the total educative process. You can not achieve success in educating the total man by forcing him to conform to a single cultural pattern outside of his belief and lifestyle."

The Director also thinks that funding is inadequate. Funds for programs have decreased since 1973 ($20,000.00 in 1973-74; $15,000.00 in 1974-75; $17,000.00 in 1976-77).

The Center is under the supervision of the Assistant Vice Provost. Its concentration is toward student services, although it provides further programs on the black experience for the general University community. The staff includes one secretary, a coordinator of evening activities, a volunteer community organizer, student directors of various black student organizations, and student assistants.

Bowling Green State University

Although there is no formal cultural center for minority students at B.G.S.U., the Amani - a room dedicated to black students in 1970 - is primarily used for black cultural and social activities. Other minority cultural activities are sponsored through other departments and programs on campus.

A proposal is being written to establish a Third World Cultural Center that will provide creative and cultural experiences to minority students, faculty, staff, and the University community. The proposal for the Third World Cultural Center includes provisions staff from the Student Activities Office, and the Student Development Program. University personnel stated that the Center is expected to be formally established during the 1977-78 school year.

Cleveland State University

The Afro-American Cultural Center at Cleveland State University is primarily a gallery and an office which arranges plays and concerts, rather than a center for general social activities. The Center consists of a gallery-type structure, which displays the art of African, American, and Brazilian blacks. The atmosphere is complemented by African music. While the Center is specifically geared towards meeting minority needs, other students make use of the Center also.

The Center was established in October, 1970, primarily in response to student demands. The administration "acted expediently" but since then, nothing has been done to "bolster" the program.

The Center is a division of Black Studies, which is under the supervision of Special Studies. The staff is composed of a director and one secretary, and additional assistance is provided by work-study students. The director thinks that the budget is inadequate, in that it does not permit him the economic freedom to sponsor programs he considers important to the community. He is unsure about whether or not the Center attracts black students to Cleveland State.

Kent State University

One of the many support systems of the Department of Pan-African Affairs at Kent State is the Center of Pan-African Culture. The Center functions as a means of promoting the awareness of black cultural activities and contributions, for minority students and the University community. Cultural programming is designed to complement the academic programming of the Department of Pan-African Affairs.

"Programs are created to focus on the lives and cultural affairs of Africans in America, on the Continent, and in the Caribbean. A considerable portion of these programs will be designed by Black students themselves to meet their needs." (Six-Year Report Self-Evaluation of the Institute of African American Affairs, Edward Crosby and staff) The physical facilities of the Center include seminar rooms, an informal lounge, a library and reading rooms, equipment for serving food, exhibiting art, showing films, and space for dances and other social functions. A completely outfitted theater has been in operation since 1974.

Miami University

A Multi-Cultural Center was instituted in the fall of 1977 at Miami University. Most of the information in this summary comes from the proposal for the Center, because at the time that this information was compiled the Center had not yet been established. The proposal describes it in the following manner: "The Center should be a social center - a place where students, staff, and faculty of all races may meet and interact . . . A service center, a place from which black organizations may originate, plan and expedite service projects for the Miami University - Oxford community . . . a repository for black culture, history, literature and art . . . The Center, while maintaining a black perspective and thrust should be multi-cultural in scope . . . The Center should not be exclusive, but inclusive."

"The results of this center, the actual benefits to Miami and Oxford should be improved human relations. The Center should, in fact, serve to heal the sickness that exists in this community between different cultures."

The Multi-Cultural Center is now under the supervision of the Office of Student Affairs. It was proposed that the staff should consist of a director and either one graduate assistant or several undergraduates. Instead, approval was given for establishing one graduate assistantship for the director's position, and if a grant is obtained, another assistantship. It was also proposed that the Black Student Action Association be combined with the Center, and a budget figure of $25,000-$30,000 was recommended. The actual budget allocation was $10,705 for the Center and $6,900 for B.S.A.A. Although the Center and the Black Student Action Association may cooperatively use funds, they still maintain separate budgets.

Ohio University

The Black Resource Center at Ohio University functions as a support service for the Black Studies Institute, with two fundamental functions. First, it handles 80% of specifically minority programming at Ohio University. Secondly, the Center provides three types of counseling: a) a freshmen outreach program which identifies incoming freshmen and assists with adjustment problems, b) other outreach counseling services whereby the staff attempts to identifiy and assist in problem areas, and c) general counseling for students who come in on their own initiative or through referrals.

The Center was instituted in 1970, one year after its academic counterpart. The Center has become more visible since its inception. Also, past trends show that counseling is taking precedence over programming.

The Center, along with the Black Studies Institute, makes up the Center for Afro-American Studies, which is under the division of Academic Affairs. The staff of the Center includes one full-time director, a full-time secretary, three part-time counselors, and two undergraduate students.

Along with the Black Resource Center, the Lindley Student Center is a social and recreational facility for black students. The programs are geared towards blacks, though the Center itself is not exclusively for black students. All students, especially international students, are engouraged to frequent the Center, to strengthen their exposure to black culture. The Center has a range of programs, including recreational, social service, and educational/cultural programming.

Wright State University

The Bolinga Black Cultural Resources Center at Wright State is a facility that collects materials concerning black people in America and abroad. The Center also sponsors lectures and seminars by noted speakers, as well as the performances and exhibitions by black artists. The purposes of the Center are a) to promote an understanding of the culture and heritage of black Americans, b) to put black studies resource materials in a centralized and easily accessible location, c) to encourage research on black people or to aid in solving problems for the black community, and d) to work on the advancement of blacks in the creative arts.

The Center was instituted in January, 1971, as a result of student pressure during the previous year. Ofiginally the Center focused more on African and Afro-American culture, with minimum effort toward career development. However, there is now a program designed to get young minority students (elementary and secondary school) interested in the sciences. The staff also does informal counseling in an effort to aid students with problems.

The Center is under the supervision of the Provost and an Executive Vice President. The staff is composed of a director, an assistant director, a secretary, and ten work-study students. The Director feels that the Provost and Vice President are very receptive to the Center, and he feels he has a good rapport with them. However, he believes that the rest of the University community is, for the most part, unreceptive.

Approximately 150 students use the Center each day. The Director feels that the Center does help to attract minority students to the University, and to retain them as well.

Summary

A Black Cultural Center can assume one or more of many possible functions. It might be a museum where African art and cultural artifacts are collected and displayed. It might be a center for resources, referrals, counseling, or tutoring. It might serve as a catalyst for affirmative action, or as a source of consciousness-raising. It might provide cultural and social programming, or it may be merely a place where students can meet and interact. Some of these services are provided by other areas of the university, some are not. The best cultural centers are those that seek out the needs of each community, determine whether or not these needs are being met elsewhere, and build their programs accordingly.

Ohio University's Black Resource Center provides what we consider a comprehensive program. A major problem cited by many Ohio University administrators was the need for support services for minorities. The Black Resource Center at O.U. is attempting to fill this need through its counseling program, tutoring and study skills courses, referrals, and the like. Another problem is the campus's distance from an urban area and the resultant transitional problems experienced by many blacks. In response to this problem, the Black Resource Center provides minority cultural programming. In addition, the Center promotes awareness through many of the programs it offers, and acts as a liason between the University and the surrounding community.

The Bolinga Black Cultural Resource Center of Wright State University deserves recognition for its attempt to interest blacks in those departments traditionally closed to them, such as engineering and the hard sciences. It is the only Cultural Center in the state with an emphasis on programs for pre-college students, and we think this is a very positive and innovative view of the many possible functions of a Black Cultural Center.

This is not to say that cultural centers should pick up all of the slack in minority services. The point is, rather, that centers should be sensitive to the community and have the flexibility to re-order their priorities. Limited resources are often the cause of a center's limited role within the university, and this intensifies the need for responsible priorities. However, it seems clear that one thing accomplished by maintaining a cultural center on campus is the implementation of programming specifically directed to the lifestyle and interests of minority students, which is all too often neglected by regular programming and and support facilities.

Most of the center directors we spoke with agreed on the importance a close affiliation with a Black/Ethnic Studies department. As one Black Studies director noted, "It's rather insulting to have your culture labeled as 'extra-curricular'". In addition, many student needs may be more readily identified through academic departments, especially in the area of support services. Furthermore, there are some advantages to being funded as an academic department, if only to partake in a little of the air of legitimacy academic departments have traditionally held.

Statistical Analysis

Introduction

Our statistical analysis is designed to determine the relative significance of various factors which contribute to freshmen minority student enrollment in the twelve state universities. After isolating and indexing the predictor variables under consideration, we attempted to determine the relative weight of each of these factors through correlation and multiple regression analyses. Therefore, the following section describes the predictor and criterion variables and summarizes the results of the multiple regression analysis.

Predictor Variables

1) Proximity to a substantial minority population. The use of this variable was based on two premises. First of all, most of the schools located near centers of large population fall into the category of urban-commuter schools. Therefore, these schools attract many students who are commuters and who wish to live near their present community. Since we defined substantial minority population as any metropolitan area with a minority population of 20,000 or more, it is highly likely that these schools will attract a higher percentage of minority students. Secondly, in the interviews we did with many university staff-persons throughout the state, we discovered that it is particularly important for minority students to be located close to a minority cultural center (i.e., an urban center which would provide a more home-like community). Therefore, we expected a strong relationship between minority enrollment and proximity to a large urban center, or schools with a large commuter population.[1]

We used the following categories to measure proximity to a large minority population. 1-10 miles was rated 5; 11-20 miles 4; 21-30 miles 3; 31-40 miles 2; and 40 or more miles 1. Considering that proximity to a minority population is a variable which the university cannot control, we gave it special status in the multiple regression analysis. (See p. 93)

2) Cost. To obtain a compatible data base, we used the costs as listed in the College Scholarship Service's Annual Report on Student Expenses.[2] For the University of Akron, Cleveland State University, Wright State University, the University of Toledo, and Youngstown State University we used the cost for a commuter student. For the University of Cincinnati, which has a large proportion of both commuter and residential students, we used the mean of the cost for a

commuter student and the cost for a residential student. For the remaining universities, we used the cost for a residential student.

The figures on cost were provided on a yearly basis so that we adjusted the costs to compensate for inflation from year to year. We chose to do this because, although a school may have been the most expensive university in 1973, when this cost is compared to the costs for 1976, the school does not appear to be as expensive relative to the other schools. To adjust for this factor, we divided each of the cost figures for a particular school by the mean cost of all the schools for that year. Also, we expected that as cost went up, minority enrollment would go down. To attain a positive index for this relationship, we adjusted the cost by a base number. Thus, the cost equation was: 2 - (actual cost / mean cost for that year).

3) Financial Aid Data. We expected that schools which offered greater amounts of financial aid would be more attractive to minority and other economically disadvantaged students, many of whom would not be able to attend a university without some form of financial aid. The most precise and efficient data we could have used would have been the average amount of dollars awarded to each minority student as a percentage of the determined need per minority student. However, this data is part of the confidential statements, and subsequently not available for use. Instead, we chose to use the average dollar amount per minority student awarded through three federally funded programs: The National Direct Student Loan, The Supplementary Educational Opportunity Grant, and The College Work-Study Program. These programs represent the major proportion of the federally awarded financial aid, and each of the universities participates in these programs in a relatively similar manner. The information for these three programs was obtained from the Federal Fiscal Operations Reports filed by each university each September. (Therefore, the data for 1976 had not been prepared at the time of this study.)

We expected that the amount of financial aid needed would be affected to some degree by the cost of the particular university. Thus, the financial aid index equation was: (federal dollars awarded to minority students / the number of minority recipients) / the actual cost of the university. (For a more detailed explanation of the financial aid variable see pp. 12-15)

4) Strength of Black Studies Program. We expected that a strong Black Studies program would be likely to have a significant effect on the matriculation and retention of minority students. To index the strength of each program, we sent a questionnaire to each director, or chairperson, requesting that they rate the relative strength of their respective program by using the following criteria: student use; whether or not there was a baccalaureate program; number and

variety of courses; budget allocations; staff size; the receptiveness of administrators, faculty, and students; and any other significant factors. The person was asked to make a separate rating for each of the four years from September 1973 through September 1976. We compared each of the ratings with our own ratings to check for any discrepancies or bias. The rating scale used was a straightforward 0 - 5 scale, ranging from no program to a very strong program.

5) Strength of Minority Cultural Programming. The strength of minority cultural programming efforts can have an effect on minority enrollment in two ways. First, the availability of strong social and cultural programs will encourage the entrance of minority students. Secondly, these same programs will provide a reinforcing (more home-like) environment, which should increase the retention of minority students. Also, we expected that a university located further from a large cultural center would have to provide more cultural programs and activities to create an environment similar to a university which is located near a large cultural center. With these considerations, we rated the strength of minority cultural programming at each institution according to the following criteria: the receptivity of the university program board to the interests of minority students; the designation of minority programming boards or offices; the number, variety, and funds allocated for minority student organizations and social activities; the aggressiveness of programming efforts throughout the university; and other considerations relevant to each university (e.g. the size of the student population, location of school, etc.). The rating scale used to index the variable was a 1 to 5 scale, ranging from very weak to very strong minority programming efforts.

6) Strength of Minority Tutoring and Counseling Services. We expected that tutoring and counseling services would affect minority student enollment in a manner similar to the effect of minority programming (see discussion above). Also, we recognize the need for tutoring and counseling services, both academic and personal, that are sensitive to the situations of minority students. Thus, we developed a rating of tutorial and counseling services on the basis of the following criteria: the availability and usage of tutoring and counseling; the student/tutor and student/counselor ratios; the level of funds allocated for these services; the designation of specifically minority services and offices; and other programs, offices, and related services. Once again, a 1 to 5 rating scale was used ranging from very weak to very strong.

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[1]For more information see Where Colleges Are and Who Attends - Effects of Accessibility on College Attendance. Berkeley, Ca: Carnegie Comm. 1972.

[2]For more information see Student Expenses at Post-Secondary Institutions James B. Allen and Elizabeth Suchar. New York: College Scholarship Service 1973-74 through 1975-76.

Criterion Variables

The criterion variables we considered in our analysis were figures for main campus, full-time, entering undergraduate freshmen for each fall session, 1973 to 1976. We attempted to gather these figures using the racial/ethnic breakout employed by the Civil Rights Commission of the Dept. of Health, Education, and Welfare. At present, these categories are Afro-American, American Indian, Oriental American, Spanish American, Other Minority, and White. Due to inconsistencies in the gathering and usage of these categories at the various institutions, we condensed the categories into Afro-American (black), Other Minority, and Total Minority. Thus, we compiled the data in accordance with these three categories, and used the figures as the percentage of the total first-time freshmen enrollment.

After considerable analysis, we found it most expedient to eliminate the categories of Other and Total Minority for the correlation and regression analyses. There are numerous reasons for this decision. First of all, the predominant number of minority students at each university are black. This racial/ethnic category not only represents the majority of all minority students, but also this category is the one which presents the least statistical bias and confusion. It is frequently the case that the other minority categories contain foreign students, and other peculiar data which could only bias the usefulness of the figures for this study. In at least one case, there was a "fad" of listing one's self as a "Native American", which for one year at Ohio University sent this category soaring from 3.1% to 14.5%. Due to this and other cases of incompatible usage of the other minority categories, we found that using the figures for blacks represented the most appropriate information for this study. Therefore, the dependent variable which we used to measure the effects of each of the independent variables is the percentage of "main campus, full-time, first-time, black freshmen" (excluding transfers, foreign students, and other special cases).

Descriptive Statistics

This section includes means, standard deviations, and correlation coefficients for the major predictor and criterion variables in our analysis. Also included are numbers and percentages of first-time freshmen enrollment for each school by each year. The predictor variable ratings for each school have not been recorded in this section. We refer the reader to the summaries and conclusions at the end of each section which provide some comparative analysis of each school, where appropriate. The asterisks in the correlation coefficients table (p.86) designate the variables which are significant at the .05 and .01 levels (* = .05, and ** = .01). These variables will be discussed in the multiple regression analysis following these tables.

List of Variable Names

Predictor Variables

DISTCULL - Proximity to a substantial minority population, see p.81

SERVRATB - Strength of minority tutoring and counseling services, see p. 83

PROGRATB - Strength of minority cultural programming, see pp. 82-83

BLSTSTR - Strength of Black Studies programs, see p.82

COST - Adjusted to mean of 1, see p.81

COSTU - Actual cost of school, see Cost, p. 81

KFEDBL - Federal financial aid for black students, see p.82

Criterion Variables

PFRENRBL - % main campus, full-time, first-time, black freshmen

PFRENROT - % "other minority"

PFRENRTM - % "total minority"

PFRENRWH - % "white"

CORRELATION COEFFICIENTS
FOR MAJOR PREDICTOR AND CRITERION VARIABLES
WITH PROBABILITY OF ERROR
AND NUMBER OF OBSERVATIONS

	PFRENRBL	PFRENROT	PFRENRTM	DISTCULL	BLSTSTR	SERVRATB	KFEDBL	PROGRATB	COST
PFRENRBL	1.00000 0.0000 33	0.14763 0.4447 29	0.87438 ** 0.0001 29	0.37164* 0.0332 33	0.55097** 0.0009 33	0.49042** 0.0038 33	-0.12842 0.5593 33	0.14178 0.4313 33	0.41671* 0.0158 33
PFRENROT	0.14763 0.4447 29	1.00000 0.0000 29	0.60901** 0.0005 29	-0.36095 0.0544 29	0.15590 0.4193 29	0.18370 0.3401 29	-0.08170 0.7320 20	0.12664 0.5127 29	-0.04453 0.8136 29
PFRENRTM	0.87438** 0.0001 29	0.60901** 0.0005 29	1.00000 0.0000 29	-0.06274 0.7464 29	0.40273* 0.0303 29	0.27105 0.1550 29	-0.02238 0.9254 20	-0.09387 0.6281 29	0.12444 0.5201 29
DISTCULL	0.37164* 0.0332 33	-0.36095 0.0544 29	-0.06274 0.7464 29	1.00000 0.0000 44	-0.08928 0.5644 44	0.06362 0.6816 44	0.15498 0.4135 30	-0.30290 0.0457 44	0.54122 ** 0.0001 44
BLSTSTR	0.55097** 0.0009 33	0.155590 0.4193 29	0.40273* 0.0303 29	-0.08928 0.5644 29	1.00000 0.0000 44	0.66239** 0.0001 44	-0.20012 0.2890 30	0.73277** 0.0001 44	0.01390 0.9286 44
SERVRATB	0.49402** 0.0038 33	0.18370 0.3401 29	0.27105 0.1550 29	0.06362 0.6816 44	0.66239** 0.0001 44	1.00000 0.0000 44	-0.21080 0.2635 30	0.74488** 0.0001 44	-0.10839 0.4837 44
KFEDBL	-0.12842 0.5593 23	-0.08170 0.7320 20	-0.02238 0.9254 20	-0.02238 0.9254 20	-0.20012 0.2890 30	-0.21080 0.2635 30	1.00000 0.0000 30	-0.27518 0.1411 30	-0.12112 0.5237 30
PROGRATB	0.14178 0.4313 33	0.12664 0.5127 29	-0.09387 0.6281 29	-0.30290 0.0457 44	0.73277** 0.0001 44	0.74488** 0.0001 44	-0.27518 0.1411 30	1.00000 0.0000 44	-0.36707* 0.0142 44
COST	0.41671* 0.0158 33	-0.04453 0.8186 29	0.12444 0.5201 29	0.54122** 0.0001 44	0.01390 0.9286 44	-0.10839 0.4837 44	-0.12112 0.5237 30	-0.36707* 0.0142 44	1.00000 0.0000 44

MEANS AND STANDARD DEVIATIONS FOR MAJOR PREDICTOR AND CRITERION VARIABLES 1973-74, 1974-75, 1975-76, 1976-77 AND ALL FOUR YEARS

VARIABLE	1973 - 1974		1974 - 1975		1975 - 1976		1976 - 1977		All Four Years	
	Means	Standard Deviations	Means	Standard Deviations	Means	Standard Deviations	Means	Standard Deviations	Means	Std. Devia.
PFRENREL	.0758	.0478	.0888	.0415	.0966	.0541	.0968	.0510	.0906	.0478
PFRENROT	.0166	.0101	.0410	.0525	.0210	.0108	.0226	.0139	.0247	.0259
PFRENRTM	.1017	.0482	.1412	.0574	.1273	.0573	.1282	.0523	.1251	.0528
PFRENRWH	.8983	.0482	.8588	.0574	.8728	.0572	.8718	.0523	.8749	.0527
KFEDEL	.3902	.0947	.3568	.0687	.3249	.0481	.....	.....	.3573	.0755
DISTCULL	4.0909	1.4460	4.0909	1.4460	4.0909	1.4460	4.0909	1.4460	4.0909	1.3946
PROGRATB	3.2182	.9174	3.2182	.9174	3.2182	.9174	3.2182	.9174	3.2182	.8848
SERVRATB	3.6136	.9312	3.6591	.8535	3.7500	.8441	3.7955	.8125	3.7046	.8340
BLSTRTR	2.7273	1.5551	3.0909	1.6404	3.3636	1.6895	3.4546	1.6949	3.1591	1.6131
COST	1.0000	.1454	.9999	.1559	1.0000	.1604	1.0000	.1516	1.0000	.1480
COSTU	2305.9091	335.3716	2465.3636	384.3843	2569.0910	412.1700	2665.9091	404.0657	2501.5682	395.2200

MAIN CAMPUS, FULL-TIME, FIRST TIME FRESHMEN
BY RACIAL/ETHNIC BREAKDOWN
FALL TERM 1973 - 1974

SCHOOL	Black	Other Minority	Total Minority	White	Total All Students	% Black	% Other Minority	% Total Minority	% White
Akron	169	43	212	2540	2752	6.1	1.7	7.8	92.2
Bowling Green	.	.	.	.	.	.	.	.	.
Cincinnati	600	144	744	3561	4305	13.9	3.3	17.3	82.7
Cleveland	.	.	.	.	.	.	.	.	.
[1]Kent State	235	7	242	1390	1632	14.4	.5	14.8	85.2
[2]Miami	68	.	.	.	.	2.0	.	.	.
[3]Ohio State	461	119	580	8116	8696	5.3	1.4	6.7	93.3
Ohio Univ.	213	66	279	2706	2985	7.1	2.2	9.3	90.6
Toledo	.	.	.	.	.	.	.	.	.
[4]Wright State	80	20	100	1825	1925	4.2	1.0	5.2	94.8
Youngstown	.	.	.	.	.	.	.	.	.

See 1,2,3,4 on note page following this section. (p. 94)

MAIN CAMPUS, FULL-TIME, FIRST TIME FRESHMEN
BY RACIAL/ETHNIC BREAKDOWN
FALL TERM 1974 - 1975

SCHOOL	Black	Other Minority	Total Minority	White	Total All Students	% Black	% Other Minority	% Total Minority	% White
Akron	217	40	257	2491	2748	7.9	1.5	9.4	90.6
Bowling Green	.	.	.	.	.	.	.	.	.
Cincinnati	145	194	849	3569	4418	14.8	4.4	19.2	80.8
Cleveland	.	.	.	.	.	.	.	.	.
Kent State	354	18	372	2593	2965	11.9	.6	12.5	87.5
Miami	75	.	.	.	3748	2.0	.	.	.
Ohio State	.	.	.	.	.	.	.	.	.
Ohio Univ.	192	335	527	1786	2313	8.3	14.4	22.7	77.3
Toledo	419	73	492	3378	3870	10.8	1.9	12.7	87.3
Wright State	125	33	158	1797	1955	6.4	1.7	8.1	91.9
Youngstown	.	.	.	.	.	.	.	.	.

MAIN CAMPUS, FULL-TIME, FIRST TIME FRESHMEN
BY RACIAL/ETHNIC BREAKDOWN
FALL TERM 1975 - 1976

SCHOOL	Black	Other Minority	Total Minority	White	Total All Students	% Black	% Other Minority	% Total Minority	% White
Akron	258	34	292	2763	3055	8.4	1.1	9.5	90.5
Bowling Green	177	52	229	3126	3357	5.3	1.5	6.8	93.2
Cincinnati	804	178	982	3652	4634	17.4	3.8	21.2	78.8
Cleveland	125	25	150	648	798	15.7	3.1	18.8	81.2
Kent State	503	46	549	2792	3341	15.1	1.4	16.5	83.5
Miami	74	.	.	.	3693	2.0	.	.	.
Ohio State	453	101	554	8643	9197	4.9	1.1	6.0	94.0
Ohio Univ.	271	76	347	2095	2442	11.1	3.1	14.2	85.8
Toledo	.	.	.	.	.	.	.	.	.
Wright State	169	38	207	2154	2361	7.2	1.6	8.8	91.2
Youngstown	.	.	.	.	.	.	.	.	.

MAIN CAMPUS, FULL-TIME, FIRST TIME FRESHMEN
BY RACIAL/ETHNIC BREAKDOWN
FALL TERM 1976 - 1977

SCHOOL	Black	Other Minority	Total Minority	White	Total All Students	% Black	% Other Minority	% Total Minority	% White
Akron	263	42	305	2724	3029	8.7	1.4	10.1	89.9
Bowling Green	147	51	198	3121	3320	4.4	1.5	5.9	94.1
Cincinnati	804	147	951	3403	4354	18.5	3.4	21.8	78.2
Cleveland	268	45	313	1530	1843	14.5	2.4	16.9	83.1
Kent State	479	35	514	2793	3307	14.5	1.1	15.6	84.4
Miami	63	.	.	.	3514	1.8	.	.	.
Ohio State	573	133	706	7734	8440	6.8	1.6	8.4	91.6
Ohio Univ.	253	53	306	2532	2838	8.9	1.9	10.8	89.2
Toledo	270	128	398	1940	2338	11.5	5.5	17.0	83.0
Wright State	156	36	192	2000	2192	7.1	1.6	8.7	91.3
Youngstown	.	.	.	.	.	.	.	.	.

FIRST TIME, BLACK FRESHMEN PERCENTAGE CHANGE OVER FOUR YEARS

SCHOOL		% black, first time freshmen	% change 1973 - 1976
Akron	73	6.1	
	74	7.9	
	75	8.4	+ 42.6
	76	8.7	
B.G.S.U.	73	.	
	74	.	
	75	5.3	= 17.0
	76	4.4	
Cincinnati	73	13.9	
	74	14.8	
	75	17.4	+ 33.1
	76	18.5	
Cleveland	73	.	
	74	.	
	75	15.7	= 7.6
	76	14.5	
* Kent State	73	14.4	
	74	11.9	
	75	15.1	+ .07
	76	14.5	
* Miami	73	2.0	
	74	2.0	
	75	2.0	= 10.0
	76	1.8	
* Ohio State	73	5.3	
	74	.	
	75	4.9	+ 28.3
	76	6.8	
Ohio Univ.	73	7.1	
	74	8.3	
	75	11.1	+ 25.4
	76	8.9	
Toledo	73	.	
	74	10.8	
	75	.	+ 9.3
	76	11.5	
* Wright State	73	4.2	
	74	6.4	
	75	7.2	+ 69.1
	76	7.1	
Youngstown	73	.	
	74	.	
	75	.	--.-
	76	.	

* See notepage at end of this section. (on p. 94)

Multiple Regression Analysis

We used a least-squares multiple regression with Maximum R^2 (variance accounted for) improvement as our predictor selection criterion. Our final regression model was a five predictor variable model using: DISTCULL, COST, SERVRATB, PROGRATB, and BLSTSTR. The criterion variable used was PFRENRBL. The predictor variable DISTCULL was forced to enter the regression model first, due to its status as the least controllable variable (i.e., a school cannot alter its geographical location). The tables on p.95 present the best two and three variable models in the regression analysis.

In the correlation analysis there appear to be two clusters of highly interrelated predictor variables which are independently related to the variable PFRENRBL. The first cluster is composed of DISTCULL and COST with a correlation coefficient of .541. The second cluster of variables is composed of SERVRATB, PROGRATB, AND BLSTSTR. These three variables are highly intercorrelated, although they are correlated to the criterion variable in varying degrees. When placed in the regression model, these clusters grouped together as suggested by the correlation analysis. After DISTCULL, BLSTSTR, and PROGRATB were entered into the regression model, the addition of the variables COST and SERVRATB provided a minimal improvement in the R^2 statistic.

The regression analysis reveals that the strongest factors affecting minority student enrollment are in the second cluster of variables. This suggests that a school can substantially increase its attractiveness to minority students by increasing the strength of its Black Studies, minority cultural programming, and tutoring and counseling services. DISTCULL and COST seem to play a secondary role in their effect on minority student enrollment. Nevertheless, we can conclude that an institution with higher cost or more distant from a substantial minority population would have to provide more services and programs to have the same degree of attractiveness as an institution located in an urban area. There is some evidence for this in the fact that universities located near a large urban area often have a more substantial minority population to draw from, and there are normally more cultural and social activities available in the nearby area. This can be contrasted to rural residential schools with a small minority population in the surrounding community, and therefore less activities available outside the immediate campus area.

Cincinnati and Ohio State appear to provide fairly solid cases of schools which rank high in both clusters of variables, and have had significant increases in their minority enrollment. Also, contrast is possible between three or four rural-residential universities like Bowling Green, Ohio U., Kent State, and Miami. These schools display a considerable variance in the services, programs,

and overall minority student recruitment and retention efforts, as well as seemingly parallel discrepancies in the size of their minority student populations. The implications of the above cases and their relation to the findings of the statistical analysis are discussed in greater detail in the General Conclusions of this report.

Footnotes

1. The figures for Kent State for all four years are estimates based on a sample of applications records done by several members of our research team. These are the only applications figures in the enrollment data table. In our sample, we could not tell if the applicant enrolled or not, thus the figures do not represent the racial/ethnic breakdown of final enrollees. Compared to Kent State's actual level of minority enrollment (6-8%), these figures are somewhat high. We have included them to increase the number of observations in our regression analysis, although the same model without the Kent figures showed an insignificant change in the variance accounted for. The reader should note that the Kent State figures should not be directly compared with the other figures in the table.

2. The 1973-74, 1974-75, and 1975-76 figures for Miami University are based on rough estimates provided to us by the Admissions Office at Miami. The deviation of these figures from the actual figures should be quite small.

3. The figures for Ohio State are estimates based on the calculation of the average ratio of blacks to total minorities for all schools in a particular year. This ratio was multiplied by the actual number of total minorities in that year. Thus, for Ohio State 1973-74 the equation was: (number of blacks - all schools 1973 / number of total minorities - all schools 1973) x (number of total minorities - Ohio State 1973).

4. The figures for Wright State are estimates based on the same equation as Ohio State. (See previous footnote).

MAXIMUM R-SQUARE IMPROVEMENT FOR CRITERION VARIABLE PFRENRBL

THE VARIABLE DISTCULL IS AN INCLUDED VARIABLE

11 OBSERVATIONS DELETED DUE TO MISSING VALUES

STEP 2 Variable BLSTSTR entered R^2 = 0.48983682

	DF	SUM OF SQUARES	MEAN SQUARE	F	PROB F
Regression	2	0.03581722	0.01790861	14.40	0.0001
Error	30	0.03730350	0.00124345		
Total	32	0.07312072			

	INTERCEPT	STD ERROR	TYPE II SS	F	PROB F
Intercept	-0.01307131				
DISTCULL	0.01276032	0.00415768	0.01362022	10.95	0.0024
BLSTSTR	0.01629894	0.00358389	0.02571799	20.68	0.0001

THE ABOVE MODEL IS THE BEST TWO VARIABLE MODEL FOUND.

STEP 3 Variable PROGRATB entered R^2 = 0.61619743

	DF	SUM OF SQUARES	MEAN SQUARE	F	PROB F
Regression	3	0.04505680	0.01501893	15.52	0.0001
Error	29	0.02806392	0.00096772		
Total	32	0.07312072			

	INTERCEPT	STD ERROR	TYPE II SS	F	PROB F
Intercept	0.06126944				
DISTCULL	0.01037631	0.00382785	0.00711089	7.35	0.0112
BLSTSTR	0.02872248	0.00511484	0.03051613	31.53	0.0001
PROGRATB	-0.03066059	0.00992270	0.00923958	9.55	0.0044

THE ABOVE MODEL IS THE BEST THREE VARIABLE MODEL FOUND.

General Conclusions

As noted throughout the text of this report, the factors which affect minority student enrollment can be divided into two primary areas: those factors which pertain to the recruiting of minority students; and those factors which pertain to efforts to retain minority students. The factors which most directly affect the recruiting of minority students are admissions policies and practices (i.e., admissions requirements, orientation programs, etc), the availability of financial aid, the geographical location, the cost, and other variables which enhance the attractiveness of the institution (e.g., a large minority student population, special academic programs, etc.). The factors which most directly affect the retention of minority students are the availability of academic programs and special services (e.g., Black Studies and other minority-oriented curriculum, remedial/developmental programs, tutoring and counseling services, etc.) and social and cultural programs and activities directed at minority students (Black Cultural Centers, Minority Cultural Programming Boards, minority student organizations, etc.). All of these programs and services must be backed by university monetary commitment, and the efforts of university personnel.

To provide some basis for comparison, Ohio's state universities may be divided into three categories: urban-commuter, urban-residential, and rural-residential. The urban-commuter schools are the University of Akron, Cleveland State University, the University of Toledo, Wright State University, and Youngstown State University. These schools have predominantly commuter student populations, and are located in or near a large urban center. The urban-residential institutions are the University of Cincinnati and Ohio State University. Both of these schools have substantial numbers of on-campus residents and both are located in a large urban center. The rural-residential universities are Bowling Green State University, Kent State University, Miami University, and Ohio University. These schools are located in areas fairly distant from a large urban center, and a large proportion of each school's student population lives on campus. Central State University has not been included in this analysis due to its having the only predominantly minority student population.

Due to the urban location and the large commuter population, the urban-commuter schools, as a general rule, do not need to provide a highly concentrated effort in the area of social and cultural activities. Yet, in responding to the needs of the immediate community, these schools should provide stronger remedial/developmental, tutoring, counseling, continuing education, and community outreach programs. Since these schools have large minority populations in the immediate area we can expect two things: 1) the level of minority student enrollment at these institutions will frequently be higher than at institutions that are distant from a large cultural

center, and 2) a university which responds to the needs of the surrounding community will strengthen its standing in the community, and therefore increase its minority student population. The two schools which best exemplify this are Cleveland State University and the University of Toledo.

Cleveland State instituted "Project Grow" in the early 1970's to attract and retain more minority students to the University. This progressive recruitment program, along with increased support service through the Student Development Program, significantly increased the level of minority student enrollment. "Project Grow" was discontinued when minority enrollment reached the desired level, and since that time the minority enrollment has declined slightly. Even so, Cleveland State still has the largest minority student population (approximately 15%) of the urban-commuter institutions.

The University of Toledo also stands out in the area of minority student recruitment, and the development of tutoring, counseling, and remedial/developmental programs. Toledo has the second largest minority student population, and also has some of the strongest academic and community services, of all the urban-commuter schools. The push for increased services and programs geared to minority students seems to have been paralleled by a subsequent increase in the levels of minority student enrollment.

The two urban-residential institutions, the University of Cincinnati and Ohio State University, provide significant examples of schools which have met with considerable progress in their efforts to increase minority student enrollment. Both of these institutions also reinforce the accuracy of our statistical model in that they have strong ratings in each cluster of variables (see statistical analysis, p.93) Over the period of 1973-1976 at U.C. the freshmen minority enrollment increased substantially (33%) to 18.5%, the highest level of all the state universities. During this period, the university's minority recruitment and retention efforts were also somewhat strengthened. It is difficult to determine the actual cause of the rise in minority enrollment at the University of Cincinnati, although there is evidence that increased university commitment to minority recruiting and minority-oriented programming has had some positive effect.

Due primarily to its size, Ohio State is not easily compared to other state institutions. Although Ohio State is located near the center of a large urban area, it can be considered "a city within a city", and this poses some peculiar difficulties in the recruiting and retention of minority students. The size of Ohio State becomes an intimidating factor, which compounds the difficulties of many minority students' transition into the predominantly white living situation. To compensate for this, the University provides a large number of social and cultural activities geared to the needs

of minority students. The coordinating office for the minority student recruitment and retention programs is the Office of Minority Affairs. This office also provides a substantial amount of tutoring, counseling, and other support services. The office also runs a community extension center, which promotes some academic and social ties between minority students and the immediate community.

Ohio State also incurred a substantial increase in minority enrollment. Over the 1973 - 1976 period, the overall level of undergraduate minority student enrollment rose from 5.4% to 7.1%. During this time a number of special recruitment programs designated primarily for minorities were instituted (or more fully developed). Although there are still problems with funding and retention, Ohio State has made progress in raising the level of minority student enrollment at the University.

The rural-residential universities represent a category which is significantly different from the first two. These institutions are located in small communities which are fairly distant from large urban centers. Thus, the student-residents are highly dependent on the university for their social activities and cultural exposure. In regards to minority students, this distinction becomes highly significant in several ways. First of all, it is more difficult to recruit minority students who are generally located further away from these universities. Also, the rural-residential environment poses a greater transition for many minority students accustomed to inner-city areas. Therefore, it is generally more difficult for these universities to attract minority students. Also, due to the rural-residential location, these universities have a greater responsibility to provide social and cultural activities meeting the needs and interests of their minority student populations.

Three of the four rural-residential universities, Kent State University, Ohio University, and Bowling Green State University, have had substantial increases in their minority student population which paralleled intensified minority recruitment and retention efforts. Of these three, Ohio University has the highest level of minority enrollment. Ohio University has had significant financial and enrollment problems over the past few years which has stunted the university's progress. Nevertheless, through a number of strong programs and services designed for minority student, the school has sustained a fairly high level of minority enrollment. Kent State University has also shown a progressive increase in the size of its minority undergraduate population. Although the largest step in this university's minority recruitment and retention efforts was in the late sixties and early seventies, Kent State experienced a 1 to 2% rise in the level of minority student enrollment over the period 1973-1976. The academic and social support services for minority students has enabled the school to

maintain, and slightly increase, the size of its minority enrollment. Bowling Green State University incurred a drop in its minority freshmen enrollment of 17% from 1975-76 to 1976-77. Even so, there was a substantial effort to recruit minorities in the late sixties and early seventies. At this time the minority student population doubled going from approximately 2% to about 4% over a several year period. It appears that the minority student enrollment at this university may be declining, although there is no evidence of a decrease in minority-oriented programs and services. Statistics for 1973 and 1974 were not available so that the situation at Bowling Green is unclear. Bowling Green also has a substantial number of Mexican-American students enrolled at the University. This university has made considerable progress in enrolling and providing support services for Mexican-American students.

The fourth rural-residential institution, Miami University, has shown no significant change over the four year period 1973-1976. This university has the lowest minority student population, about 2%, of any university in the state. Parallel to this low level of minority enrollment is a fairly weak university commitment to extensive minority recruitment and retention efforts. Programs and services geared to the needs of minority students are minimal in comparison to other universities in this category.

As our statistical analysis suggested. the rural-residential institutions could compensate for the effect their distance from a large minority population and relatively higher cost have on their minority student enrollment, by increasing the level of services and programs, both academic and social, which are geared to the interests of minority students. These findings seem to be significantly reinforced by both the actual transitions of the rural-residential institutions, and the responses and insights we received from persons we interviewed.

It should also be noted here that, although they are often separated, recruitment and retention of minority students are very closely related. Admissions and other related personnel repeatedly stressed the fact that retention of minority students makes it much easier to recruit more minority students. The presence of a large minority student population, which is fairly satisfied with the university, will tend to attract other minority students in the future. In general, faculty, staff, and administrators throughout the state have increasingly focused on problems in the retention of minority students. Since the attrition rate for these students is generally 40-50% higher (foran entering freshmen class over a four year period) than that of white students, retention has become a significant matter which must be dealt with.

With the foreseen decline in overall student enrollment expected by 1980, many universities have begun budget freezes,

budget cutbacks, and eliminating vacated positions. In light of these and other recent developments, we think it is very important to stress the need for continued university commitment to responsible programs, services, and organizations for minority students.

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